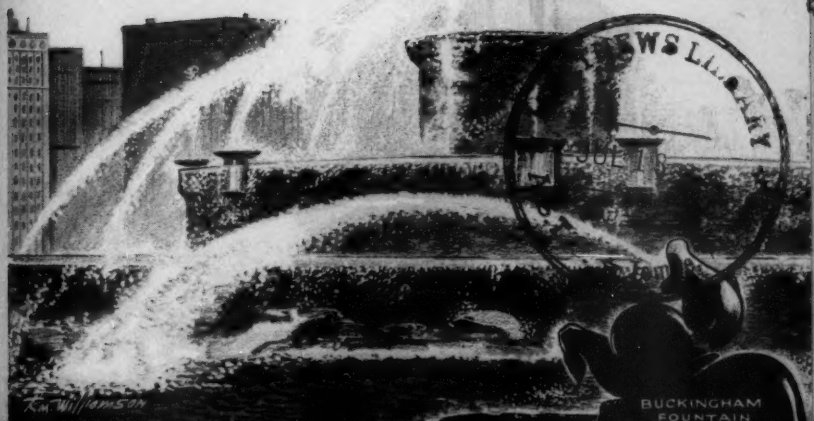


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# Bulletin



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THE  
DELTA KAPPA GAMMA

***Bulletin***

SUMMER • 1952

*The beautiful kaleidoscope of color created by the lights on the dancing spray of world-famous Buckingham Fountain will delight the members who attend the National Convention in Chicago in August.*

*Our artist, Mr. R. M. Williamson, has pictured the Fountain on the cover. He is also responsible for the other drawings in this number.*

THE DELTA KAPPA GAMMA SOCIETY  
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# The Delta Kappa Gamma Bulletin

M. MARGARET STROH, *Editor*

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# THE DELTA KAPPA GAMMA BULLETIN

VOL. XVIII SUMMER, 1952 NO. 4

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## About Our Contributors

Mrs. Carrie Belle Norton exemplifies in her own life and the adaptations that she has made to retirement what she preaches in this article. For those who are about to retire or to those who have retired and have found a new sort of life insupportable, Mrs. Norton's article will come as a realistic and ringing challenge. Mrs. Norton is a former Professor of English, most recently in the State Teachers College at Indiana, Pennsylvania. She has, however, taught in several other teachers colleges, among them, Teachers College, Columbia University. She was a contributing editor to the *Saturday Review of Literature* for some years.

When she retired she already had an established home in Kingfield, Maine. Here she enjoys some of the things she discusses in this article as well as the companionship of a fine husband.

We commend her article without reservations.

• • •

Dr. Kathryn S. Simonsen was educated at the University of Oslo, Norway. She received her Doctor's degree in 1947. She is professor of Scientific Education and Research, teacher and lecturer at the Teachers Training School in Trondheim, Norway.

Most recently she has been on the campus of the University of Michigan on a Fulbright Travel Grant and is listed in the Graduate School as "visiting professor of Educational Psychology." She is considered one of the outstanding leaders in educational psychology in Norway.

Miss Elizabeth W. Shannon now lives in Boulder, Colorado where she can enjoy the beauty which her sensitive and intuitive nature craves and have time for her many hobbies which include color photography, block printing, and many other creative activities. Miss Shannon was formerly head of the Department of Design at the Maryland Institute of Art and made a distinguished name for herself at that well-known institution.

Her opinions are sought by art students all over the country, and we are fortunate in having her article for you to peruse.

• • •

Mrs. Lois Turnipseed Miller is a member of the PI Chapter of Alabama. Although she has been a long-time teacher in her state, her present full-time occupation is housewife and mother of three sons, aged 19, 15, and 12. This research paper was prepared for a chapter program and was brought to our attention by enthusiastic fellow members.

• • •

Miss Kathleen E. Collins has had an exciting and colorful career. She is at present a supervisor in Burnaby, British Columbia, but she has studied in Calgary, and Edmonton, Alberta; at the University of Michigan; at Northwestern; at Fort Collins, Colorado; Victoria, British Columbia; and at the Western College of Education at Bellingham, Washington. From this last-named institution she has two degrees.

Miss Collins is of particular interest to us because she is one of the persons invited into honorary membership by Washington chapters. Her experience includes rural school teaching, five years in a Mennonite settlement where children had no English, a village school, primary teaching, helping teacher in a frontier city where she hunted moose, set out trap lines, repaired broken-down stoves, snowshoed through wild country, and braved blizzards and spring floods. Miss Collins, when we organize a Canadian chapter, will be a welcome addition to our membership.

Miss Rosalie Harper is Director of the Department of School Attendance and Work Permits in the Richmond Public Schools, Richmond, Virginia. Her article, a portion of which is deleted, appeared a short time ago in the *Virginia Journal of Education*. Because it is so buoyantly written and gives evidence of the keen and unalloyed enjoyment of the writer, we asked Miss Harper's permission and that of the editor to reprint the article here. We think that many of our readers will enjoy it as much as we did.

• • •

The Alpha Chapter in Oklahoma City, Oklahoma enjoyed a short time ago an outstanding program prepared by Allece Locke. Miss Locke's research was so extensive and her scholarship so thorough that she brings to her subject the weight of conviction. The article—a large portion of which has been for space reasons deleted—is interesting from beginning to end. The portion herewith printed, however, does not indicate the interpolated songs, dances, and other illustrative material with which Miss Locke lightened her program. The audience was greatly impressed. As Miss Locke says, she herself is an ardent Indian and, therefore, cannot be considered an unbiased historian. She does, however, insist that all of the material is factual and as completely authoritative as she is able to make it.

• • •

Holland is represented in this issue in the person of Dena Johanns, who was born in that little country. She came to the United States when she was ten years old and remembers quite vividly her first years of school in Holland. Miss Johanns is one of our enthusiastic and hard-working members in the state of Oregon. She is its first Vice-President and was formerly chairman of the National Committee on Fellowships for Foreign Women Teachers. The article which she has prepared comes from her vivid recollections of the trip back home which she made in 1950.

# SCHOOL'S OUT!

CARRIE BELLE PARKS NORTON

**O**H, what a wonderful feeling! Everything's coming your way. Unlimited leisure, unlimited freedom from drudgery, unlimited living enjoyment—even within a limited income. A rosy picture, indeed, of beautiful mornings stretching into endless, beautiful days. Yet, as the picture materializes, you may find a beautiful vacuum which invites an insidious, enervating boredom. Or you can develop a happier reality with some social responsibility, some scheduled activities as insurance against lazy leisure—all these self-chosen, self-imposed, and therefore free!

All your professional life you have been building a career, a structure modeled on blueprints designed by others in the educational system where you worked. At last you have a chance to be your own architect, and you can decide whether to remodel or start from scratch. From the experience of those who have retired successfully, from study and analysis, come a few suggestions for building or rebuilding without tears. As it is often disastrous when a teacher suddenly stops with no preparation, the first step, naturally, is preplanning.

### Financial Readiness

Have the courage to face the fact of your economic limitation, that your future income will possibly be half your present one—or perhaps only a third. To ease this transition you will be wise, in the last five years of teaching, to live on half your salary. During these years you should make a careful fiscal program, scaling down your architectural ideas, using an inventory and a tentative budget. Your backlog of funds should be safely invested (as in Series E Bonds) since your pension and savings are the core of your monetary future. As you contemplate your reduced income, plan your place and style of living to match your fortunes. In other words, frame your new dwelling to fit your financial pattern.

During these last years you should purchase more wisely than ever, never emotionally, but thriftily for future use: heavy goods such as car, furniture, refrigerator; a background of a few (not many) basic clothes that will be permanently satisfying; other somewhat costly effects that you may be able to afford now but not later.

Pay up life memberships in organizations you intend to continue: Delta Kappa Gamma, NEA, or others. A life membership in the National Retired Teachers Association, for example, can be secured at the bargain price of \$15.00 (941 Rosemount Road, Glendale 7, California).

Where will you live? If you have

geographical roots and personal ties, your choice may already be made. Yet much can be said for a change of place, since one can probably grow old more gracefully in a new environment without the stigma of being on the shelf. In *Where to Retire on a Small Income*, Norman Ford surveys the possibilities in the United States and adjacent countries (Harian Publications, Greenlawn, N. Y., \$1.00). The *Ford Times* for September, 1950, features retirement and has a map called "Retirement Geography," as well as several case histories.

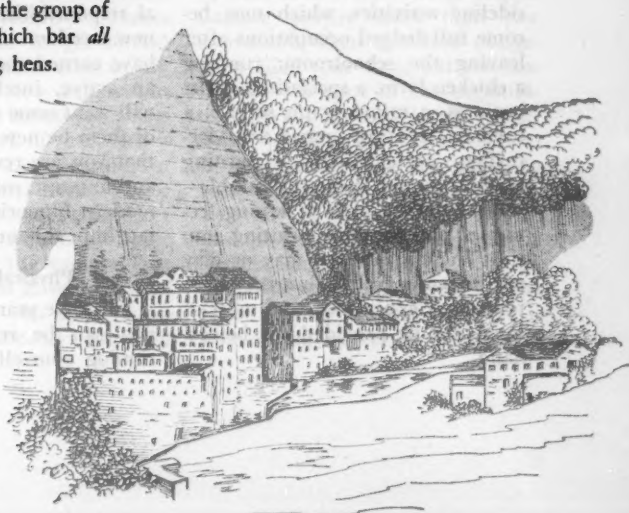
Do you plan to own your home? Or to rent? Consider these questions and make financial arrangements before you sever your connection with a full salary. Aside from individual ownership there are two other feasible plans—co-operative living, and residence homes for teachers. With Social Security the "old ladies' home," with its odium of charity, is becoming a thing of the past, as only a small percent of the aged live in such institutions today. But a single woman occupying a house by herself is poor economics, and there are many instances of successful collaboration of several women living together in greater comfort than any one of them could afford singly. The National Retired Teachers Association is concerned with many such housing plans, described in its *Journal for the First Quarter, 1952*. Members in California, Washington, Ohio, and

# An Enchanted Land

The traveler in Greece is always conscious of the quality of the atmosphere which makes even rocks sparkle with life and invests a pale moon with warmth. It seems to endow everything it touches with a glamour found nowhere else in the world. Even the smallest pebbles on the seashore become soft and violet colored.

It is a strange land ranging from tiny barren islands to the astonishingly green Corfu. Life is restful and attractive on the Greek Islands. There is a constant changing of light and shadow across the mountains, a shifting within the seasons, a violet light, especially at dusk, which is like nothing anywhere else in the world.

The medieval monasteries and cloisters which tumble down to the narrow streets in many of the old towns give one the feeling of being removed from everything else mundane. The monastery pictured on this page is built into rock. It withstood the Turks in 1821. It belongs to the group of monastic Orders which bar *all femininity* including hens.



Michigan are acquiring residence homes where retired teachers can live at moderate expense. (Query: Does this suggest a project for Delta Kappa Gamma?)

### **Occupational Readiness**

Some teachers advocate a complete break with the profession—a wise provision, perhaps, for a few temperaments which may benefit by slamming the door on the past. But if you have been sincerely a career woman you can hardly escape a continuing interest in the world of education—and may prefer to remodel your abode rather than abandon it. Today there is a trend toward part-time teaching a few years after retirement, toward substituting, or tutoring. Preliminary arrangements for such positions, if available, might be made before you retire. Further active teaching is an individual decision, however, and sometimes far from advisable.

Many teachers have developed sideline activities, which may become full-fledged occupations after leaving the schoolroom: running a chicken farm, a specialized florist business, a mimeograph service, a tearoom, renting apartments, lecturing, weaving, writing. Learning something new is often desirable—skills or crafts such as typing, ceramics, photography, painting, music. These avocations may or may not be remunerative, but they offer rewarding experience, and most of them can be provided for beforehand.

### **Emotional Readiness**

Your frame of mind as you approach retirement is fundamental to your later contentment. Voluntary resignation at the earliest possible age is often most satisfactory, for it leaves you with the comfortable feeling of not hanging on, unwanted, and also with vigor enough to go on building your house of life. Condition yourself to leave with pleasant anticipation of an untrammelled future. Rid yourself of regrets and bitterness over petty or long-rankling incidents; here is a cue for banging the door on a fortunately irretrievable past. You will exit to a fresh, new future.

Keep your interest in school associations if you will, ethically and sociably, but relinquish your hold on situations; divest yourself of professional authority. Keep the gratification of student friendships, with a keen relish of the joy which such relationships can bring, but never allow emotional dependency. Disburden yourself of most habitual responsibilities and accept your new freedom wholeheartedly. You have earned the right to quit! As an active, intelligent person you will want some duties, but let most of them be new ones. Don't forget that you are remodeling your life, and interest yourself in attractive modern blueprints without Victorian impedimenta.

### **Physical Readiness**

For some years before retirement you can be realistically reconditioning yourself physically. Check



eyes and teeth, and get extensive repair jobs done on full-time salary. A thorough clinical examination may indicate preventive measures against physical handicaps. If you are developing some permanent disability, learn to compensate for it deliberately, planning diet, appliances, types of activity, and proper living conditions.

Investigate the new theories of geriatrics and take advantage of recent knowledge of the aging process and its alleviation. Consider the possibilities of Blue Cross for older people. Some retired teachers in the state of Washington have met the requirements for group insurance, including hospital, medical, and surgical care.

What has been said previously assumes a period of definite preparation for retirement, but the same suggestions may be employed, though less effectively, afterwards.

### **Happy New Years**

Anyone who has retired can tell you that there is an inevitable process of adjustment. It takes time and patience to get settled down to a new status, even in old surroundings. A few suggestions may improve your technique as you alter the framework of your life.

Relax! Count the pleasures of retirement. You now have time for an agreeable moderate pace, free from an imposed schedule; for the first time in your life you are your own mistress. You have a sense of security because you have a dependable life income (however

meager) without further effort or worry. True, you may want to supplement your revenue while you are still hale and hearty—earning capacity is an exhilarating asset. True, you may choose to meet an occasional schedule, but it will now be self-imposed, and that makes all the difference.

Some new type of recreation ensures a more abundant retirement, especially if you have no hobbies. Hiking, bowling, bird walks, gardening, activities at a community center—all will fill leisure hours with significance. As a socially useful enterprise, why not run for membership on the school board, or lend your talents and your sense of public service to local politics?

In order to stay relaxed, to avoid the tension that is our occupational disease, don't fill your time brimful of appointments. What organizations will you now support? Delta Kappa Gamma, certainly, and perhaps another in which you have acquired a life interest. You may now be able to aid some Delta Kappa Gamma project more than you ever could when manifold obligations filled your time, but you can choose your spot in the organization. What clubs will you drop? Surely you have earned the right to dodge committees, refuse office, to accept only the niche you prefer. You may choose some new society, like the National Retired Teachers Association, at present working on a bill to exempt retirement income from Federal taxation; NRTA is also aiding in efforts to increase

benefits to teachers already retired. Remember that at last you have time to write to your Congressman—and even to help elect a good one!

Incidentally, as you escape from the conventional ban on married women teachers and if you are emotionally adaptable and unhampered by rigid habits of living, you may achieve success in the profound experience of matrimony. With the companionship of a congenial man you may well round out your life by venturing on the gamble of marriage.

#### **Time on Your Hands**

You have leisure for whatever you wish. Such omnivorous reading as never before! You can keep up with current affairs expertly and gain an intelligent perspective on world events. You have time for new studies: modern history, astronomy, or anthropology, and can see them changing our entire world. You can watch the progress of the weather and the changing seasons with full appreciation of the intricate processes. Now is your opportunity to observe nature with all its manifestations: flowers, birds, animals, scenery. And now you have time enough for people. You can

pay more attention to old friendships and add a new friend now and then, but you are no longer bound by professional propinquity. You can even do justice to your correspondence. Yet now is the time to cull your Christmas card list, to terminate any perfunctory exchange of gifts, and also to omit with impunity other commercialized occasions for greetings.

You have time to spare for afternoon tea, for frivolous games, for an occasional trip, for whatever travel you can afford. You can drop everything and go at a sudden invitation. You can use any day, any night, any month for festivity. The novelty of an overnight visit in the middle of the week or several days of motoring through autumn glory in the middle of October will not soon wear off. There is a kind of fresh glee that comes with such liberty, and, unashamed, you should gloatingly make the most of it.

In your new home, constructed by your own efforts, include the modern feature of a picture window looking out on the world, affording the long view that will ensure a steadfast serenity and bring delight to others as well as yourself.



# LAND OF PEAKS

## AND BEAUTIES

Just below the roof of the world—Tibet—there lives a little-known cheerful people of hardworking men and lovely dark-haired women. It is a tiny princely state, Sikkim by name. The men are excellent farmers and shepherds. The women, unlike their sisters in India and Pakistan, go unveiled.

The women predominate there not only because of their numbers but also because of the force of their personalities. It is a matriarchal kind of life.

This picture is a view of a Buddhist monastery which lies in the shadow of Mt. Kanchanjunga, the second highest in the Himalayas. Buddhism is the predominant religion of Sikkim, and the call to prayer echoes through the mountains as priests blow giant trumpets. The mountain in the distance in the picture is worshipped by the Sikkimese as a Devil God for which they have unbounded fear and reverence. Ritual dances infused with weird beauty are performed to propitiate the spirit of this God.



## *Intercultural Appreciations*

*in the*

# SCHOOLS OF NORWAY

KATHRYN SIMONSEN

**T**HE oldest document on Norwegian education known to me is a poem. Nobody knows who wrote it, nor exactly when it was written. But it was written centuries before Norway was a Christian country. It is called *Hávámál*—the words of the High. In English the last lines would be:

Beasts die, friends die,  
I shall also die;  
I know of one thing that will never die:  
The reputation of the dead.

Human dignity, responsibility, respect for life—that is what the High teaches his fellow man. And he must have found response, since men memorized the poem and kept it alive through centuries.

Another old Norwegian document I should like to mention is

Kongespeilet, "The King's Mirror." It is a big volume written about 1200 as a dialogue between father and son. The father teaches his son how to behave in different situations of life: when receiving guests and visiting, when at the king's court or abroad, in business and everyday life. Again the emphasis is on character development.

The Christian Church was established in Norway in the eleventh century. With the church came the first schools. The church needed educated servants for its many activities. Latin was taught in these cathedral schools, but also other school subjects, and probably always Norwegian. We know that the later King H kon H konsen was a pupil of the Cathedral School

in Trondheim in 1108. These schools have been in function ever since. After the Reformation they were taken over by the state, but their name was never changed.

The home, the church, and the school are the deep roots of Norwegian education. But there is also a fourth root—travel. Norwegians have always lived with their backs to the mountains and the wide ocean before their eyes. Very early they were good shipbuilders and excellent sailors, and they were very familiar with the culture of western Europe. Independent colonies were founded on the British Isles and in Normandy. Young men often spent years in these countries and got part of their education there. At least one of the kings was fostered at the English court, another by a Russian king. We know that one of them even visited the East Roman Emperor in Byzantium. Poems and sagas, ships and churches, furniture, weapons and jewelry kept till our day are witnesses of intercultural relationships perhaps stronger than at any time since. But it is also interesting to note that all the bright threads brought home from richer cultures are woven into distinctive Norwegian patterns.

As expressed in many different ways, the aim of Norwegian education in the early days might be said to be the development of individual personality. The characteristics most appreciated were personal freedom, loyalty to church, king and family, and honesty. In

all folklore the sin above all sins is dishonesty.

THE present school law, passed by a labor parliament in 1936, states the aim of Norwegian education in the following paragraph: "The aim of the school is to assist in giving the children a Christian and moral education, and to strive to make them mentally and physically efficient individuals."

The home is still recognized as the most important educational institution. The close connection between church and school is still there, marked by the fact that the clergyman is a member of the local school board, and the same person represents church and school in the king's cabinet. Traveling is as important as ever. In all highly specialized fields—the sciences, the arts and the skilled trades—we have always sought to complete our education abroad. You should also bear in mind that only Britain and the United States have more ships than Norway, and that Norwegian sailors visit all harbors in the world. This fact does mean something to the education of a people.

Forgive me for bringing you back to history again. You will need a certain background to understand the problems of modern Norwegian education. From 1449 to 1814 Denmark and Norway were United Kingdoms. The king and his government were Danes. The only university in the two countries was in Copenhagen. The official language was Danish. Even after the reformation in 1536 that established

the rule that in the Norwegian Lutheran State Church the sermons and the teaching should be in the vernacular, in our case it meant Danish, which was *not* the language spoken by Norwegian people. No books were printed in Norwegian till the nineteenth century.

From 1739 education was compulsory. All children were required to learn the catechism with explanations, and parts of the Bible. Confirmation was compulsory, and everyone must pass a pretty stiff examination before he was confirmed. If he failed, he not only was excluded from the communion, but he could not even be married. By these means all Norwegians of both sexes very early learned the art of reading. Only the brighter pupils were taught writing and arithmetic.

In 1814 a free constitution was adopted. After four hundred years Norway was again a country in its own right. The country was exhausted after long periods of European wars and was very poor, but determined to take its place among the free nations of the world.

**F**ROM then on Norwegian education has faced three main problems:

1. How to bridge the gap between past and present.
2. How to give the children living in the small communities in the country the same opportunities for education as the towns' children always had.
3. How to make the treasures of other cultures available to Norwegian children.

The cultural life of the nineteenth century was definitely *nationalistic*. The old poems and sagas were translated and put into the hands of everybody. The first big Norwegian history was written. Volumes of folk songs and folk tales appeared in print. Gradually national costumes, dances, and music regained their position. Toward the middle of the century a scientist tried to reconstruct the language on the foundations of the dialects that were very little influenced by Danish and the spoken language of the towns, and very soon an important literature appeared in this new Norwegian.

The middle of the century was not only nationalistic but also romantic. Bjornson and Ibsen and many others wrote novels, plays and poems that would revive our history and give us back our ancestry. Ole Bull, Kierulf, Nordr  k, Grieg consciously turned to folk music; the paintings gave Norwegian landscape and idealized peasant life.

The educational system of a country is always a reflection of the culture in which it exists. I shall now try to give a brief sketch of Norwegian education today as it has emerged from the events of the past.

All elementary schools are public. The compulsory school age is from seven to fourteen; for retarded or handicapped children to fifteen. A new law, not yet fully effective, has increased the compulsory period by one year.

Most high schools are public, and the tuition fees must never

exceed 400 kr.—sixty dollars—a year. We have two types of high schools—a five-year gymnasium, and a three-year realskole. In these, the first two years are identical. After the second year the pupil has a choice between a terminal third year or the gymnasium. In towns we teach six days a week, thirty-eight weeks a year. The gymnasium is supposed to be approximately equivalent to your junior college. *Examen artium*—graduation from the gymnasium—is required for university studies. The term *student* is reserved for university students only, and they will usually be between nineteen and twenty when they go to the university.

The children who don't go to high school attend a one- or two-year continuation school. At the age of sixteen they find several types of youth schools open to them. Girls very often go to homemaking schools which include weaving, sewing, knitting, and nursing in addition to earlier compulsory training in the field.

At present 73 percent of Norwegian children have at least nine years of general education. To that are added the vocational schools: business schools, schools for fishermen and sailors, for agriculture and forestry, technical schools, etc.

The normal schools for teachers are free. The elementary school teachers have a four-year course on the secondary school (10 years) or a two-year course on the gymnasium. They very often have one or two years or more of specialization later—in homemaking, hand-

work, physical education, art or English.

Gymnasium teachers must have their M.A. degree, which requires six or seven years of university studies. Three different subjects are taken in sequence. Kindergarten takes children from the age of four to seven years and is voluntary. The teachers have a two-year training school in addition to good general education, homemaking, child nursing, and practice in kindergarten.

THE university is also free. All Norwegian citizens may take classes and listen to the lectures they want, but they cannot take any exams unless they have graduated from the gymnasium. The university library is open to everyone.

Teachers are well paid, get the same salary all over the country, and have a good social position. They take an active part in politics and community work. It is rather the rule than the exception that the teacher is an elected member of the local government, often even the chairman, and there have always been many teachers among the members of parliament. There are more men than women teachers. Only about 10 percent of the applicants to the two-year normal school can be admitted.

Let us return to our three major educational problems and see what has been done to solve them.

1. The attempt to preserve continuity in Norwegian culture has resulted in an emphasis on religion, history, and geography. From the

## BEAUTIFUL NECKAR VALLEY . . .

### OFFERS YOUTH A HOSTEL

The paths of young hostelers and students from all over the world meet in this hostel which was built in 1934. It retains the architectural feeling of Wuertemberg-Baden. Here boys and girls may find bed and room and board for the equivalent of sixty-five cents a day.

Only momentarily are these young people new acquaintances, for they come together to talk about all sorts of subjects. It may be that the topic is the best route through beautiful Wuertemberg-Baden, the points of a hiking trip, the merits of a camera. On the other hand, the students may talk about world politics, philosophy, religion, or dramatics.

When they leave Dilsberg they are a bit older, a little more mature. They have new ideas about a number of subjects. Their routes are different as they pedal through the gate and wave goodbye to their friends, but they are no longer strangers.





beginning of this century, old Norwegian, the language of the sagas, has been compulsory the last two years in the gymnasium.

Gradually New Norwegian—now more than a hundred years old—has become a recognized official language in addition to the previous old Norwegian. In each school the parents of the children may decide which of the two forms shall be used as the main language spoken and written in that school, but all Norwegian children must be able to read and understand both forms of the language and, in high school and all higher institutions, even to write both. This all means that both pupils and teachers have a great deal of work with our own language.

2. It also means that a great effort has been made to bridge the gap between rural and town culture.

Another phase of this same problem more difficult to solve is how the country children shall get the same advantages as the children in towns have. To understand the seriousness of this problem it is necessary to remind you that only one-third of the small Norwegian population of three million live in cities, two-thirds of the school population going to rural schools. Many of these schools must, of necessity, be very small. Consolidated schools are only possible where communication is easy and transportation of the children not too difficult. Many Norwegian children live in isolated villages, in long, narrow valleys or on small

islands. The law says that if there are as many as six children who can go to the same school, they are entitled to have one. We have about 850 schools with an average population of eight children. We have hundreds and hundreds of others that are not much larger. Many children must leave their homes to get any education beyond the elementary. There are scholarships available, and there are several good, free secondary schools and gymnasiums in the country, but this problem is still far from being satisfactorily solved.

3. Then to the third problem: How can we give our children the chance to keep in touch with the rest of the world? Our own language is spoken by a mere three million people, and we don't want to live in isolation under the North Pole.

We try to teach our school children to understand written and oral Danish and Swedish, as the schools in those countries teach their children to understand Norwegian. Radio is a great help. It is possible for each of us to use his own language in all the northern countries. We teach English the last two years in the elementary, and throughout high school. We teach German five years in high school and French three years. All are compulsory.

We try to give the children a foundation that will enable them to read and to write these languages and to understand the spoken language. We would certainly also like them to be able to speak them, but

they will never get enough practice unless they are able to go abroad.

Especially since the war there has been a well-organized exchange of school children. Every summer hundreds of Norwegian children spend a month in Danish or Swedish homes and the Swedes and Danes visit Norwegian homes. Similar arrangements are made for exchange of high school children with England. Correspondence among school children is also encouraged.

American generosity has allowed hundreds of university students to complete their education in this country. It has been a very valuable help both to the individuals and to our country. Immediately after the war, when nearly all higher educational institutions, including the university, had been closed for years, this help has been especially important. Not only were our own institutions crowded, but we had been cut off from the rest of the world for five years and felt a very strong desire to catch up with what had been going on in the meantime. For the last six years we have also had the pleasure of welcoming an American summer school in Norway.

**T**HE Norwegian school is traditional. I hope I have made it clear why it is so, and why we want it to be. We believe that a nation, like an individual, must be aware of its identity, and must keep it, if it wants to live and have something to contribute to others.

Our schools also have a set curricu-

ulum. The pupil has a choice between types of schools, and between lines in a particular school, but in each case the curriculum is specified: there is no individual choice of subjects. This might be just a case of necessity. Our schools are often not big enough to permit a very broad curriculum, and we cannot afford to keep the staff and equipment that it would require. Also, we find it important to give as much training in foreign languages to as many children as possible, and that does take a great proportion of our time.

On the other hand, we don't find it desirable that all children should go through high school. Strong efforts are made today to improve the vocational schools and to guide a fair proportion of adolescents into them. Shipping, fishing, agriculture, forestry, and skilled trades demand long and good special training. A longer general education than eight or nine years—up to the age of sixteen—would deprive these vocations of the more gifted persons. I believe this is more than sheer rationalization. In general man is more happy if he knows his job thoroughly and feels that he can make a real contribution there.

It is sometimes very discouraging to belong to a small nation, living on the northern fringes of the world, and to have to work in a language spoken by only three million people. In scientific work it nearly always means that we have to read foreign books. We cannot translate them. Our libraries cannot keep them all. It is sometimes



# LUXEMBOURG



## FRIENDSHIP CENTER

This tiny country is a center of old world charm and is of particular interest to the women of America at this time because it has a woman American Ambassador.

Castle Hollenfels, pictured here, was made available for students traveling with Youth Argosy to Europe last year as a center where they might find recreation, rest, and an opportunity for study.

There are the huge oaken beams in the ceiling still black with smoke that rose long centuries ago; there is a high vaulted chamber called "The Knights Hall"; there is a terrace which bears the marks of the siege in the bombardment of the reign of Louis XIV.

In this inspiring center numbers of students found information, a chance for relaxation and rest, and a participation in international living which made their European experience exciting and memorable.

very difficult to know what to order privately, and it always takes time and is expensive. As a result you often have the awkward feeling of not being up to date.

You would also like to meet colleagues sometimes, to discuss problems, to hear reports of research going on, to work in a team rather than alone. Most often you are left alone at your desk with your own private puzzle.

I remember sad discussions caused by the reports on what is happening in the big nations. Will it be possible for a small country to keep up to par? The world is changing so rapidly; the demands are so enormous. Norway can never be anything but a small and poor country. It is quite difficult to make bread of stones.

On the other hand, the problems of modern man concern us as much as anybody else. We want to take our share in the efforts made to solve them. We want to take an active part in the international organizations and institutions of today. We can do so only if our representatives are carefully prepared. Quantitatively we mean nothing—there are fifty Americans to every Norwegian. In the millions of the world we simply disappear. Our only comfort is that, after all, it is the contribution of the individual that counts.

There is something quite challenging in this thought. The in-

dividual must take his responsibility seriously. The educators must make a sincere effort to provide for the growth of the individual. Perhaps that is one of the advantages of belonging to a small nation: we know that there is not one too many—that every one is needed.

Everybody in Norway knows that all nations of the world are more or less interdependent, and we certainly know that *we* are very far from self-supporting. But the fear of dependency is also deeply rooted in every Norwegian: political, economic, religious, and intellectual dependency alike. Modern materialism is a threat to the best in our culture, as indeed to all culture. According to my dictionary, culture means cultivation for development and improvement. From the educational standpoint it can mean nothing but development of man himself—toward a greater respect for all that is in a true sense human. All growth takes time. It is not merely a question of constant change and adjustment to new situations: integration is needed. Life is simpler in a small country like Norway. We live closer to nature. Maybe *that* will help us keep that profound respect for life that has been and must become again the inner core of all culture. Any contribution that can be made in this direction is important. Even our small share may count.

MATTHEWS LIBRARY  
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## ART or JAZZ

ELIZABETH W. SHANNON

THERE is an old saying, "You don't have to be crazy to dance the Charleston, but it helps!" One might apply this to some of the so-called "Art" of today.

Everywhere one hears of "self-expression," of "emotional response to subject matter," of "experiencing visual sensations and joyously expressing them." All of this is sound doctrine provided it does not mean the elimination of all sanity concerning art work.

It seems to me that the following definition of art, by Dr. John Dewey, is a satisfying one: "To feel the meaning of what one is doing and to rejoice in that meaning, to unite in one concurrent fact, the

unfolding of the inner emotional life and the *ordered development* of material external conditions, *that* is Art."

One should differentiate, I think, between art education for children and for adults, especially for sincere students of the subject, who expect to make use of it as a profession.

If we are to encourage rather than inhibit the child's creative ability, we must see his attempts through *his* eyes, and, as far as possible, get an understanding of his feelings at the time they are expressed. It has been found that the child can be affected by home problems, and that he can express,

through painting, things he is incapable of expressing in words. His so-called meaningless daubs of color and forms may express experiences which are vital to him and to his own world of ideas and feelings.

As the child grows, however, he can be led to develop a capacity for organizing his experiences and to expressing them with some sense of order, space filling and form, without in the least hampering his freedom or the joy in his work. The successful teacher will give him confidence in himself and help develop his personality through art experiences.

THE graphic and plastic arts are now becoming an integral part of school life, and the environment in which children live is helping them to absorb a sense of color harmony, rhythm, and unity in the life around them.

Fortunately, through workshops, teachers are more and more being trained in the method of giving children the kind of art that will function in their life activities.

As to art training and art expression for adults who wish to teach or to become professional artists, it does seem that they should be given more than a juvenile type of art instruction. Many students are much disturbed because they are getting no worthwhile training for their life work.

Recently a serious student of art asked me to look at the work she had done in one class during one whole term at an art school. She

had numerous studies with blobs and spots of poor color. When I asked her to tell me the aim of this assignment as outlined by her instructor, she said, "We were told nothing." This student later did very creditable work in another art school.

In one art school I asked an instructor how much guidance his students were given in the field of color. His answer was, "None; I leave them to work out their own schemes." One could readily believe him when observing the work of the class.

Once I dared to remark to a lecturer, when he was discussing an exhibition of modern art, that I could not help being influenced by the subject matter of a painting. "That has nothing to do with its art quality," he said. Quite true—a picture may be fine in plastic quality, in line, light and dark values, and in color, but a vulgar or indecent subject has a revolting effect on most people.

Some modern artists delight in attaching to their paintings a name that is wholly irrelevant. For example, "The White Lamb" to a sort of scrambled eggs nothing. Most people cannot take such a slap at their intelligence! Why not call such paintings "Abstractions"?

Recently I saw a painting of a bleary-eyed, jazzy woman with eel-like arms, holding an emaciated, stupid something, called "Madonna and Child." If there is no respect left for a sacred subject, what is the world coming to?

In mental institutions psychologists and psychiatrists are working with artists, doctors and nurses, to get patients to express their emotions on paper or on canvas. The results have been amazing and, through this work, intuitive doctors have been able to get at the disturbing factors in the lives of patients. Many have been helped back to normal living. But why should adults, supposedly sane, put their time and effort into portraying the inner workings of disturbed minds?

Not all modern art is good, nor is the art of any other age all good. We do not want to imitate or to enjoy only the art of the past, but out of each art era have come lasting things which will always be an inspiration and a joy.

We are told repeatedly that to study fundamental subjects, such as perspective and life drawing, is a hindrance to self-expression. These subjects need not be taught as they once were, for they *can* be made interesting, and there *are* students who wish to include them in their art courses.

BY studying the art of the last eighty years, the Impressionists, Post Impressionists, Cubists, Surrealists, Expressionists, including Daumier, Degas, Cezanne, Picasso, Matisse, Mestrovic, Bourdelle, and a host of others, we find much that has inspired, and will continue to inspire students of art. However, if we are well informed we know that these men who dared to break

away from tradition had years of sound training before attempting to create new styles.

Fine design must include organization of material or ideas with consideration of rhythm, movement, balance, color, texture, and the medium used.

There are those who contend that non-objective art alone is the realm of the spirit; that objective painting is of no importance in the world's progress. For purely non-objective painting we may refer to the work of Bauer, Kandnisky, Leger, Moholy-Nagy. There are many others whose work is outstanding. But in this field, as in each new movement in art, aside from the work that will be lasting, there is much that is "jazz."

Since we are living in a changing world—a world where there are new materials, new machine-made products, stream-lined objects of every description—we cannot help being aware of these changes and we want to be open minded about new conditions. Creation instead of imitation necessarily follows. But fine quality in designing either paintings or industrial products does not come without work or without training.

This era in which we live is a period of great significance. However, because we want to create, and because the best of modern things are fine, we should not discard the best of other great periods of art.

While we find our great leaders of music playing and creating mod-

ern works, we do not find them giving up the glorious music of Beethoven, Bach, and Chopin. Nor do we find musicians expecting to arrive somewhere in the music world without *hours* of practice.

Architects and builders are creating fine modern houses, but we do not find them trying to build without plans, and we find them still making use of arches, columns, and vaulting developed years ago.

In the field of industrial design new and wonderful modern ships, trains, cars, airplanes, terminals, theatres have been designed by Norman Bel Geddes, Raymond Lowey, Walter Darwin Teague, and many other designers. We like modern telephones, stoves, kitchen utensils—even modern toys.

Hundreds of students are asking, "Where can I find training in the

two fundamentals, art and technology?"

The things that are functioning in this significant new period of industrial art are done by artists who are imaginative and creative, but whose "feet are on the solid ground of the manufacturer's world."

There are those who will contend that the things I have mentioned are entirely outside the field of painting. Perhaps, but not outside the field of "Art."

It seems to me that any art training should avoid copying from the past, should furnish every opportunity to create, should keep the students happy and interested in all kinds of modern designs, and should work toward enduring art. The inexcusable thing is the cheap, jazzy sham, considered "Art" by a lot of people.



## Across The Editor's Desk



**Q**UITE deliberately this issue of the *Bulletin* is designed to bring to its readers not only the suggestions of the intercultural responsibilities and opportunities that are ours, but also the lure of far places.

Many of us will soon pack our bags for sojourns in Europe or Canada or South America. Many more of us will stay at home and enjoy our travel opportunities vicariously.

The illustrations in this issue of the magazine were chosen because every one of them focuses attention upon some part of the world where an interesting experiment, a vital change in form of government, or unusual cultural opportunities, call forth more than ordinary interest.

While many of our members will succumb to the still-unparalleled attractions of Europe or South America, there will be hundreds of others who will find restful vacation spots either in this country with its inimitable stretches of varied scenery unequalled anywhere else in the world, or in Canada where majestic mountain peaks and quiet lakes move the traveler to a kind of solemn ecstasy.

Some of you will want to *begin* your vacations in Chicago, where the National Convention takes place. Others of you will want to *conclude* your travels by attending this biennial conclave.

Chicago has dozens of attractions to offer. The Congress Hotel faces glorious Lake Michigan. Buckingham Fountain, the kaleidoscopic colors of which are a breathtaking evening experience, is situated directly in front of the Congress Hotel.

Local committees have made every possible effort to minister to your comfort, your needs, and to provide for possibilities of recreation when the Convention program permits.

You cannot afford to miss this Convention. It is your meeting awaiting your decisions. Are you coming?

M.M.S.

## Recent

### Literary Trends

In

Germany

LOIS TURNIPSEED MILLER

IT HAS been said, "Most Germans today are occupied with the myriad problems of the present—and with the period before 1933. What came between has vanished from their memory; they can't afford to remember it."<sup>1</sup>

There is a little poem which might almost be programmatic in Germany today. This is a childish, naive, yet touching and exceedingly deep little poem.

<sup>1</sup> Marcuse, Ludwig. "The German Intellectuals Five Years After the War." *Books Abroad*, Autumn 1950, p. 348.

This is my cap  
this is my jacket,  
here is my shaving outfit  
in its linen case.

This my tin can:  
my plate, my cup;  
I have scratched my name  
into the tin.

I scratched it with this  
precious nail,  
which I keep hidden  
from greedy eyes.

In my bread-bag are  
a pair of woolen socks  
(and something which I  
never show to anybody).  
So that it serves as a pillow  
for my head at night,



I lay this pasteboard  
between my body and the earth.  
This lead pencil  
is what I love most;  
when day comes it writes out  
the verses for me  
which I have composed in the night.  
This is my note-book,  
this is my tent-cloth,  
this is my towel,  
this is my thread.<sup>2</sup>

LATER on I want to return to this little poem, which ends, "this is my thread." An enormous amount of thread has been broken in Germany, so that it is literally true they must start again from the beginning.

German literature lost so much ground under the Nazis that political recovery will probably outstrip the literary. It is not merely that the Nazis banned books, burned books, imprisoned authors or drove them into exile. A whole generation of young Germans grew to adulthood with a grievously stunted taste. A whole generation of writers was warped for lack of honest, able, inspirational leadership.

Also, the murder of the German language has taken place. A whole generation must pass before a noble German writing develops again. Today's writers do not realize that the idiom they use is every bit as soiled as the brown shirt the average German is still wearing for lack of a new garment.<sup>3</sup>

<sup>2</sup> Eich, Gunther. Quoted in *Books Abroad*, Autumn 1950, by Ludwig Marcuse, *op. cit.*, p. 348.

<sup>3</sup> Lamia, Leo. "Conceived in Sin: The New German Literature." *United Nations World* 3, Feb. 1949, p. 38.

When you consider how much of the world's great literature is German, you will understand my saying that there is a book-loving tradition in Germany. And, I might add, a book-buying tradition is strong in Germany. But the supply of books cannot keep up with the demand, and that is an understatement of the gravest sort because a teacher from Bremen wrote soon after the war, "Bread lines are long, but lines before bookshops and magazine and newspaper stands are longer."<sup>4</sup>

In order to get a fair picture of the literary trend we must look first at the publishing angle. The ruins in book and magazine publishing are no less serious than the wrecking of cities and towns. The publishers have known a double destruction: that of the bombs and shells and that of the cultural policy of the Nazi regime.

The hunger for good fiction in Germany is almost insatiable. This has resulted in empty shelves in bookshops, in bartering in books, in much "stooping" or under-the-counter sales, and in many translations of foreign books.

One phase of the publishing business which is phenomenal in Germany is that of the periodicals. These began to make their appearance near the end of 1945. Because they are easier, faster, and cheaper there have been literally floods of magazines.

<sup>4</sup> Weiskep, F. C. "German Publishers Have Their Problems." *Books Abroad*, Winter 1947, p. 9.

German people themselves feel that the rush into periodicals is overdone. The public cannot continue to support as many periodicals as there are now, nor can that many continue to furnish first class reading matter. The periodical flurry seems to indicate a transition of some sort. The belief is that the situation will eventually straighten out and the printed book once more assert its superiority.

**E**VEN now books are being written and published in Germany. However, few if any of these books are reaching the United States, either in the original or in translation. Comments on these books contain such phrases as: "This writer is reminiscent of Kafka and Faulkner in technique and content." "This writer is tough like Hemingway." "This writer goes back to the impressionism of the twenties."

Such comments indicate that nothing particularly original is being written as yet. This is not surprising when we remember that originality of thought and political conformity are fundamentally incompatible. Twelve years of Nazism robbed Germany of potential talents who saw no future in writing under such cheerless and dispiriting conditions. No one can say how long it will be before the recovery of free speech and independent thinking, uninfluenced by propaganda, will result in a new body of gifted writers with a message.

Another word about the younger

writers growing up in Germany now. They have been trained for fifteen years to scream and be screamed at. They do not seem to be able to speak in quiet tones. Forced since childhood to cover up their thoughts and to lie, they have lost all feeling for simplicity and straightforwardness. They scoff at the unheroic and difficult labor of writing with style and craftsmanship. The youth has no time for exercises in style. They speak the language of their day and, to quote, "say what has never been said before about the sufferings of our German people."<sup>5</sup>

Conclusions from a study like this are very difficult to draw. There is a wide difference of opinion among observers. Some claim that nothing of any note is being written in Germany today. Others find the literary output impressive. We will have to admit that something of a spiritual vacuum exists which cannot be overcome by a few more hundred calories.

One observer states: "As far as the German people are concerned, there is nothing to indicate that the traditional love of literature has gone into a decline, or that letters would suffer from any change in attitude or interest. Indications are that publishers, authors, and public are eagerly seeking ways and means whereby the desire for new and good reading matter can be satisfied without impoverishing the consumer."

<sup>5</sup> Lamia, Leo. *United Nations World* 3, Feb. 1949, *op. cit.*, p. 38.

"Book conditions are admittedly somewhat chaotic today; but I have faith, that the deep-rooted fondness of the Germans for all that is good in the intellectual sphere will stimulate them to find a way out of chaos into order and progress."<sup>6</sup>

One German woman says in great bitterness: "It is written you should not put new wine in old bottles. It is not wine we got all these years, but vinegar. Just for that reason, very new and strong bottles are needed. Maybe with their help the

vinegar will turn into wine."<sup>7</sup>

Let us return now to the little poem used in the beginning, simple yet so profound; the account of a people starting from less than nothing. The poet mentions the things he has: his cap, tin cup, nail, etc. Then we hear the great soul of the everlasting poet speaking and it gives us hope. He says,

This lead pencil is what I love most,  
when day comes it writes out  
the verses for me  
which I have composed in the night.

<sup>6</sup> Morgan, Bayard Quincy. "Book Notes from Germany." *Books Abroad*, Spring 1950, p. 131.

<sup>7</sup> Menck, Clara. "Communications from Germany." *Commonweal* 50, April 29, 1949.

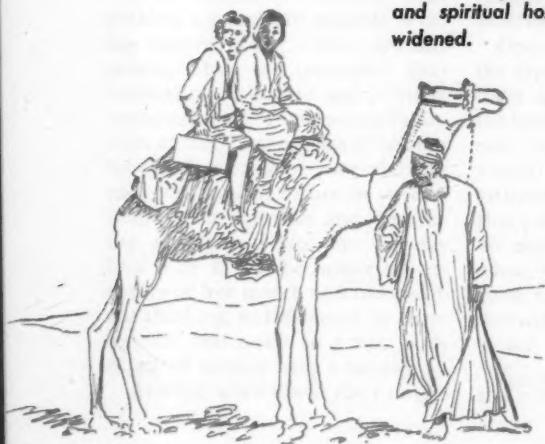
# Crossing the Desert the Hard Way

There are actually no age limits to membership in Youth Argosy, for it is an agency that serves all those whose purposes are appropriate. The passengers on the planes chartered by Youth Argosy are termed appropriately enough "argonauts," ambassadors of good will.

Several thousand young people and a number of oldsters have been going to Europe and around the world under this aegis for the past several years. Here are two of them riding on the desert.

The age groups range from fifteen to thirty years and over. The last age group (over 30) numbered 23%. Some of our own members seized this low-cost travel opportunity, for it brought the world to their doorstep. They had fun, clean, wholesome, and inexpensive, they had daily workouts, discussion groups, dances, concerts, lectures, movies. They talked together on world trends, foreign culture, and foreign policy.

Those who have participated in these ventures feel that they have broadened concepts of world problems and that their cultural and spiritual horizons have been immeasurably widened.



# A Little Glimpse

of

KATHLEEN COLLINS

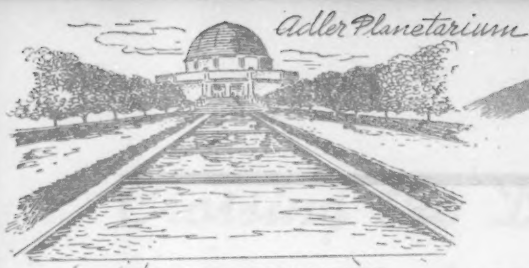
## Canadian Education

IN ITS early history Canadian Education was highly flavored with British and French influence. This is still apparent in some Canadian private schools. However, the overall picture indicates an educational development typically Canadian. Many delegates leave Canadian shores each year to investigate types of education in other parts of the world. Committees, local, provincial, and federal, are constantly at work revising, planning, and implementing new

curricula suited to the needs of the rising population.

Each province is responsible for its own program. As in many other parts of the world, there is a great pressure for federal aid without relinquishing provincial rights. The question is still deadlocked.

As one may readily assume, there is a considerable variation in all parts of Canada in the provincial educational programs. They are all similar in the textbook selection which is made by a group of ap-



*Adler Planetarium*



*Old Water Tower*



*Congress Hotel*

# The Convention

## SCHEDULE OF NATIONAL MEETINGS

Aug 1952

August 11 and 12—National Planning

August 12

10 a.m.—Registration of Native

2 and 7 p.m.—Sessions of Native

(Delegates are welcome to attend if able to the

8 p.m.—Registration for Native

August 13

9:30 a.m.—First session of Native

August 14

12:30 p.m.—Birthday Luncheon

August 15

7:30 a.m.—Regional Breakfast

August 16

Closing sessions of National

Installation of National Office

Founders'—Presidents' Dinner



*Shedd Aquarium*

*tion Welcomes You*

**NGS CONGRESS HOTEL, CHICAGO, ILLINOIS**

**Aug 1952**

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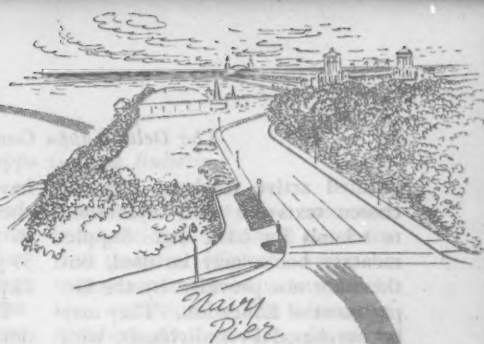
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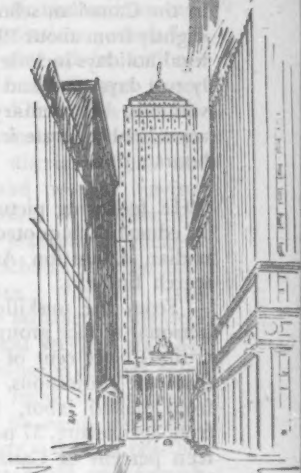
**Dinner**



*From Grant Park*



*Navy Pier*



*Board of Trade*



*Michigan Ave. Looking North*

pointed active teachers, and the chosen texts are then distributed to schools for basic use. Supplementary books may be used, but these are not provided by the Department of Education. They may be purchased by individuals, with school funds, or through some other arrangement.

The minimum number of days in the Canadian school year varies slightly from about 190 to 200. The legal holidays include approximately two days to attend teachers' conventions. Elementary and secondary schools operate from five to six hours a day.

THE following picture of teacher education is quoted from the Canadian Education Association research bulletin:

"From the unskilled labor and personal service groups Canada recruits 10 per cent of her teachers; from the professions, 6.3 per cent; from skilled labor, 10.2 percent; from agriculture, 37 percent. Seventeen percent of Canada's teachers have had some university education; 32 percent have a Grade XII education; 30 percent graduated from Grade XI; 15 percent have Grade X standing or less. There were reported for Canada 10,860 persons in charge of classrooms, who hold no certificates, have completed only short programs of teacher training or entered the teacher-training institution after completing Grade X of the high school (1947 C. E. A.). Approximately 33 percent of Canada's teachers

have less than five years' experience; 50 percent less than ten years; 65 percent less than fifteen years; 35 percent more than fifteen years; 23 percent more than twenty years."

The schools for teacher education exist in all provinces, but Alberta and Quebec are the only ones where teachers for the primary schools are not trained in the professional normal schools.

Some of the Catholic normal schools in Quebec are operated by the provinces, others by religious orders, and one by Laval University. For Protestants, Macdonald College of McGill University offers facilities for teacher education. In the Province of Alberta prospective teachers are offered two, three, or four-year courses, where all teacher education is concentrated under the jurisdiction of the Faculty of Education of the University of Alberta.

Secondary school teachers must have an undergraduate degree in Arts and Sciences plus a year's professional training as it is offered in Nova Scotia and Ontario. In British Columbia and Saskatchewan professional training is given as part of the university course.

It is interesting to note that teachers of industrial subjects are required to have considerable trade experience before they are admitted to professional training. Of course, special training is given teachers for kindergartens, handicapped children and in such special subjects as music, home economics, arts, and crafts.



Vocational guidance has received increased attention in most of the secondary schools because there has come a gradual but emphatic recognition of the value of teachers who are trained to give advice on the many problems involved in choosing a vocation. The techniques of counselling, as well as aptitude tests and lectures on various trades and professions, are being made available to students.

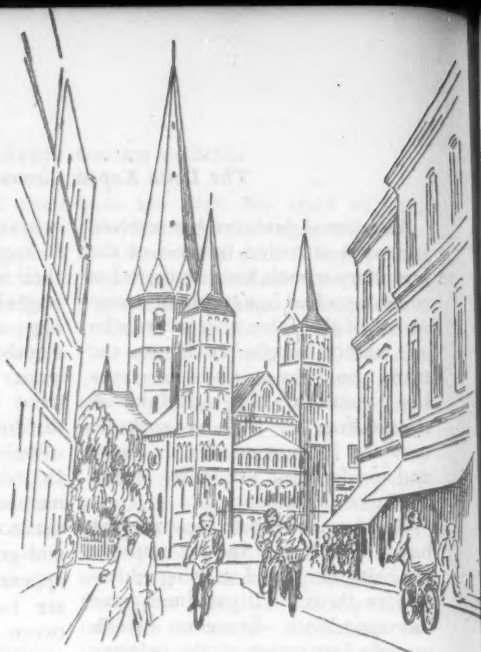
Children in remote areas are not being forgotten. Special methods are being employed to bring education to them. All provinces have correspondence branches which provide instruction at the primary and secondary school levels. These courses are also utilized by secondary school students who need particular subjects which are not taught in their local schools.

The Province of Ontario has an interesting feature in the railway school course which they have utilized in conjunction with the correspondence courses. Each car has an itinerary of some 200 miles on the northern railway lines. It is customary to "spot" a car on the siding, and instruction is given the pupils in that area for about two weeks. Then the car moves on to another siding.

Many provinces have succeeded in acquiring professional status for their teachers. With this unity, the wages have improved, as have teaching conditions. The executive members give assistance in many ways. They have a legal department which will represent an individual's appeal in cases of dismissals, unfair discriminations, etc. In salary negotiations, executive members also give advice and assistance. Basic salaries are fixed, and gradually differentials are disappearing. In many sections, there are no wage discriminations between men and women having equal certification. The same applies between teachers in elementary and high schools. Under professional status, teachers have acquired more satisfactory pension schemes; medical services are adequate at a minimum annual rate; a benevolent fund is constantly operating for its needy members; credit unions are making it possible for teachers to build and furnish their own homes; above all, there is the security in knowing that there is protection for all members whose services are satisfactory and who abide by the regulations and the code of ethics.

# Bonn

## *The National Village*



It is said that to a person arriving in Bonn today for the first time, the city seems to be preparing for a world's fair. Buildings are shooting up, streets are being repaired, and sewer pipes are being relaid. Even the old men in the parks have an uneasy look as if they expect the park to be subdivided right under their feet.

There is an air of impermanency about this village, however, because the Office of the United States High Commissioner, the parliament building, the headquarters of the Social Democratic Party have all been put up with the possibility in mind of moving on when German government takes on new form.

Bonn lies at a sort of hinge in the landscape of the Rhine, just at the point where the vineyards, the hills and the castles cease, and the flat plain, stretching north to Holland, begins. Over the years Bonn has been a garrison for Roman legions, Prussian regiments, and the Border Police.

From the collapse of the Prussian empire in 1918 until the Federal Government, Bonn sank back in a 30-year Rip van Winkle sleep. Yet from a population of 110,000 in 1949 it has increased to a present population of 124,000, an amazing increase in a little more than two years. This increase has overcrowded the slow-moving street-cars, consumed 12-15 percent more water, electricity and public services, caused a rise of 20 percent in retail sales, crowded the hotels and boarding houses, and crammed the schools.

Like parts of Southern California, Bonn is a place full of elderly retired persons who live out their declining years among petunias, teacups, and others of their kind. The citizens of Bonn have accepted the dignity of the professional federal capital with equanimity. They never find their town dull. They have a civic theater. They have opera. They have their university with lecture programs. It is interesting to note that the true Bonner never goes to Cologne for entertainment. The latter town is only twenty-five miles away, but the spiritual distance is much greater.

"This story is designed to give a lift to older teachers who have never been abroad and to show younger teachers what twenty years in the profession can do for them," says Rosalie Harper, Director, School Attendance Department, Richmond City Schools. Miss Harper addressed the Convention of the Superintendents of School Attendance at Eastbourne, England, June 5-6, 1951.

## I GO TO ENGLAND\*

ROSALIE HARPER

I HAVE been to England, and you say: So what? Hundreds of educators did the same thing this summer. I contend my case is different. It has taken me twenty years working in the Richmond School Attendance Department to get ready, financially and psychologically. That is no reflection on the salary Virginia has paid me. It is the personal matter of my not being a blueblood but a deep south-

erner, who finds it necessary to squander her earnings on numerous trips back home to "touch base."

Many years ago, when I was young and full of hope, I conceived the idea that I would meet Prince Charming on a ship. As the years ticked by and the savings account grew to reasonable proportions I kept peeping into the mirror to see if I were Duchess material, a fact I had imagined at the outset. "Of course I'm *prematurely* grey and *prematurely* wrinkled," I said to myself, when youth began to slip by, but with no less enthusiasm

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than when I had first borne the notion of going to Merrie England.

### Wangling the Invitation

Being a practical person, I was having a terrific struggle with my inner self over the question of whether a maiden lady, roughly estimated at half a hundred years, was sensible in spending all her life's savings on a pleasure jaunt. Even the burial money was slated to go if I went, and I shuddered at the thought of the Potter's Field. With all these conflicting feelings about the matter, I discovered that the English were having a convention dealing with problems of school attendance. Without too much arm twisting I managed to wangle an invitation to speak on the program.

If you suffer the delusion that all you have to do to go abroad is to choose the places you want to visit, see your travel agent, and purchase a ticket, you are sadly mistaken. This is far from being the case. You practically camp on your travel agent's doorstep, you peruse dozens of pamphlets, you meet with as many disappointments as did Columbus, and the battle rages with a travel agent, named Battle. Finally, when you burst into tears he weakens—drops everyone's case except yours—and presto, plans materialize and you are ready to sail out into the blue.

Then friends who have had the experience of traveling abroad converge on you with all the answers. They lend wearing apparel of every style and color—they tell you how

frigid and beastly cold England is, and when you are finally ready to take off you depart resembling a member of Admiral Byrd's Polar Expedition. Another who has just returned says: "Take sugar and the English will love you." So I buy sugar. Then she kindly adds preserves and candy to the list, and before I know what has happened I literally have a grocery store in my zipper case. The next startling news I receive is that there is no meat whatever over there except rabbit and reindeer. I shall feel so contrite nibbling on reindeer, wondering if he may be Donner or Blitzen of Santa's team, but if it tastes good to the English it's good enough for me.

After a flurry of *bon voyage* parties, I was off at last. Seventeen hours later via BOAC, I landed.

The flight across via the British Overseas Airways, seeing London by day and illumined by night, visiting Stratford on Avon, the Cotswald Country and Worcester Cathedral will always be vivid memories. Edinburgh is the charming place I had always imagined and the Scots are still the rebels of England.

### Rocking Chair Memories

Birmingham is the place where Lawrence Hague, my sponsor, lives and is employed as the administrative assistant to the chief education officer there. I saw the city not as a smoky mining place but through rose-colored glasses. The pleasure derived from living in his home for a few days and of having an oppor-

tunity to observe customs of the English added a richness to the experience most tourists would never have. The tea in my honor given by E. L. Russell, M.A., Esq., Chief Education Officer, afforded me the pleasure of meeting Harrison-Barrow, the link between England and me since it was his trust fund which made it possible for Mrs. McNeille, who discovered me, to come to America.

I met Sir Wilfred Martineaux, a solicitor, which in our language is a lawyer. He is president of the School Board. It was a stimulating experience to have this chance to answer questions relating to schools in our big country, and to observe that English school systems are run almost entirely by men.

I enjoyed visiting Hartfield Crescent, a grammar school for girls, of which Mrs. McNeille is headmistress. English children are set apart from ours by blazers of different colors they wear which carry the school insignia. One could not be among English children without observing their lovely complexions and rosy cheeks. Whereas adults are enduring the deprivation of food shortages, they see that children have milk and meat or whatever is needed to build healthy bodies.

The motor trip from Birmingham to Eastbourne with Mr. Hague and Leslie Rankin, who heads the Attendance Bureau there, was a highlight experience. Seeing the ruins of Kenilworth Castle, pictured by Sir Walter Scott; Warwick Castle, still occupied by royalty; Oxford, a city of colleges; Eton's

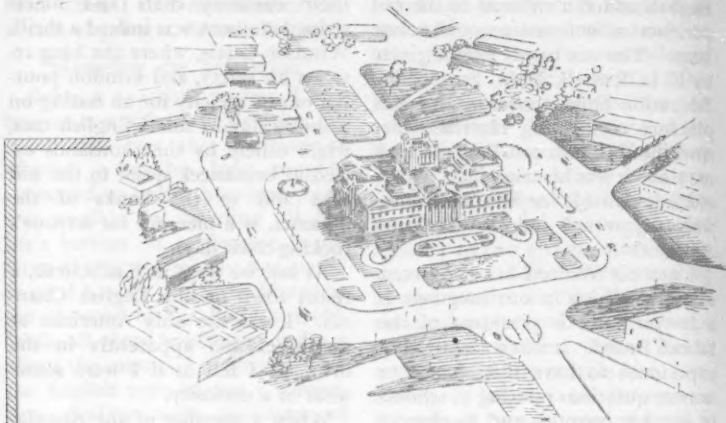
boys of the royalty on Sunday in their cut-away coats and black-striped trousers, was indeed a thrill. Windsor Castle, where the king retreats for safety, and London pouring out of the city for an outing on a sunny day in small English cars, while others by the thousands cycled at breakneck speed to the hill tops and to the banks of the Thames, is a memory for anyone's rocking-chair days.

At last we were in Eastbourne, a resort town on the English Channel. I was the only American at the hotel and apparently in the town, so I felt as if I were somewhat of a curiosity.

When a member of the Association of School Superintendents of Attendance asked if I were afraid to make the speech I had prepared for the convention, my reply was in the affirmative. His comforting response was, "Lassie, it does not matter what you say nor how you say it. You are new, you are different, and they will love anything you have to tell them." Calling me "Lassie" was reassurance enough for one of my vintage.

Frankly it was a bit bewildering to realize that I was not only the sole lady on the entire program but, actually, the only professional woman in the audience. I counted over and over from the platform on which I was seated among the notables but could never find more than seven women in the audience. It was my first experience on a competitive basis with a group of men, and I am frank to say they had the edge on me, lassie or no lassie.

## At the Heart of Uruguayan Democracy



This is an aerial view of the legislative branch in Montevideo where headline news was made not many months ago. The Uruguayans abolished their presidency and substituted a governing council. It was something very different from the revolutions usually staged in Latin America. Strong personal leadership in those countries is traditional, and here was a little country about to depersonalize the executive branch. The National Governing Council consists of nine members elected directly by the people for a four year term, and they are not eligible for re-election.

At home and abroad these counsellors will represent their nation, and with the aid of a cabinet of nine members, each with clear cut responsibilities, this Council will command all the armed forces; inform the legislative branch on the state of the nation, and call new problems to its attention; will propose new laws or modifications of old ones; will receive diplomatic representatives; will have power to declare war upon orders from the General Assembly; will collect and distribute revenues. It is a unique experiment, and the world will watch the outcome with more than usual interest, for this is a country which is making a trial of a kind of democracy that the world has not yet seen.

This little country is appealing in its wonderful beaches, its rolling pampas, and above all for the special goodness of its people. Gide said at the end of his life, "I believe in the virtue of small countries." We need that kind of faith in their possibilities.



### No Complicated Convention Programs

While this organization has a large membership, actually only about 100 men attended the convention. Their program was much less complicated than ours. Everyone met together in all the sessions, and there were no panel discussions or group meetings. The program committee followed no designated theme, albeit the entire conference was directly related to matters with which all of us here are concerned. A brief résumé of their program is as follows:

As is the custom in our country, the mayor opened the convention with a word of greeting. It was particularly interesting to me since he gave a special welcome to "the lady from America," stressing the need for a closer relationship between our two great countries, and making me feel like an ambassador of good will.

"The Pendulum Swings" given by J. C. Aspden, M.A., Director of Education for Eastbourne, was the opening address. He sketched "features of the educational panorama in these sorely troubled days," warning against the danger of economy which would spoil improvements needed. He recognized the facts that School Attendance positions have become increasingly difficult with the changes in education and welfare in general.

Considerable interest was shown in the discussions centering around appropriate qualifications for "Education Welfare Workers"—the title

used primarily by them for school attendance personnel.

The Honorary Secretary, John R. Procter, addressed the conference on the "Handicapped Child and the Local Authority." He pointed out that not only are deaf, blind, crippled, defective, maladjusted, and similarly affected children handicapped, but also those where there is an acute economic need, and urged the Educational Welfare Officers to be vigilant and ready to assist these children.

My speech was next and was described by the Secretary as follows: "She made a comprehensive survey of the work of her department, punctuating it with many humorous references, and aroused the keen interest of all present." The conclusion reached after the discussion and questioning period was that "in spite of the different methods adopted and the different problems met, the similarity in essentials and aims was obvious."

Two excellent papers on "School Attendance Problems" were given by J. A. Dicker, School Headmaster of a County Junior High, and H. W. Green of Northamptonshire. Mr. Dicker expressed the view that there is a close relationship between the schools and the attendance superintendents. He believes strongly in the importance of home visitations, since he feels "to know is to understand, to understand is to forgive." Mr. Dicker is most interested in the truant, about which subject he says little work has been done in England. However, he cites a recent article in *The New Era*

which states that, in one investigation of fifty truants, only four showed dislike of school as a major factor and the school played no part in causing persistent truancy. His conclusion about truancy is the same as ours—"Truancy is the symptom and not an entity itself."

Mr. Green gave a paper on the difficulties of carrying out an attendance program in isolated areas.

A. H. White, the present Honorary Secretary of the organization, read his report on the 1950 Summer School held by the Institute for the Scientific Treatment of Delinquency. The emphasis of the various lectures was confined mainly to the medical and psychological aspects of the problem.

The president's address given by S. Brogden of Oxfordshire dealt with the various changes in the field of education for the past 25 years. He pointed out that within this period the most important change has been the introduction of the 1944 Education Act which brought about a complete change in educational provision. One of the most significant clauses is contained in Section 36, which states it is no longer the duty of the parent to cause his child to receive "efficient elementary instruction in reading, writing and arithmetic, but the child must receive efficient full-time instruction suitable to his age, ability and aptitude." Mr. Brogden interpreted this to mean that their educational system now makes education fit the child instead of the child fitting education.

The act also abolishes the pay-

ment of fees for children in the secondary schools. Only children who can pass the entrance examination are entered, and the president deplores the cost of providing for some of these children whose parents remove them from school as quickly as they have complied with the requirements of the compulsory attendance law. Other children who fail to qualify for entrance by a mere point or two and whose parents are interested in education are deprived because there is still a great lack in the secondary school accommodation.

The provision of the act which relates to boarding education and to "clothing in necessitous cases" is a welcome one to them, as it would be to any of us.

Socially, the Mayor's Tea was the one event attended by all. The conference members were there strictly for business, and I felt keenly their interest in doing their best for England's children.

In conclusion, may I say that I returned to my native land with a stronger feeling of kinship than ever with the English people and with a keener appreciation of their love for their country. I admired the uncomplaining way in which they are carrying on, and I feel decidedly that America must not let England down. I was saddened to talk with many who are perplexed over how they can ever pull their country out of its present situation. They drained their resources so completely during the war, it is my belief they cannot survive as a great nation unless we stand by.

# The Influence of the American Indian

on the

## Culture of Oklahoma

ALLECE LOCKE

AT THE point when I volunteered to show the influence of the Indian on our state's culture, I did not realize there are sixty-seven Indian tribes in Oklahoma. Of this number, even the small tribes and fragments of tribes have an interesting tribal identity; many retain an unmistakable character. However, there is this indisputable truth. Although a Chickasaw wishes to remain a Chickasaw and a Kiowa requires the designation Kiowa, all tribes wear the distinction *Indian* with pride.

I have a scholarly friend, a non-Indian, who says there is an Indian mind. She explained that the

Indian has lived here 10, to 25, to 70,000 years. She says, "The Indian can see beyond. He can see farther ahead than we do. He has perspective. His poise, like a woman who grows in dignity with age, is natural. We are the newcomers, the children. And whatever the Indian does, he does in his own way."

Before I talked with Frances Rosser Brown of Muskogee, last week until two in the morning, I felt fairly fortified. I had visited the museums, compiled data on the famous, read the histories, collected arts and crafts. And still she persisted—this friend of mine, a journalist born in Indian Territory:



## *Free Libya*

### **A FOCUS OF WORLD ATTENTION**

**I**T was on December 24, 1951 that independence for Libya was proclaimed, and the world's newest independent nation was born. The United Kingdom of Libya was the first state to achieve sovereignty through a direct decision taken by the United Nations. Immediately the new Libyan Government applied for membership in this body and sent a delegation to Paris to be available for any discussions on the subject in United Nation's General Assembly.

The future of Italy's former African empire has been a subject of debate and attention in the United Nations ever since 1949. This little country is made up of some 680,000 square miles of Mediterranean coastland and desert. It has two capitals, Tripoli and Benghazi. Arabic is the official language, and Islam the religion of state. The constitution of the little country follows the principles of the United Nations Universal Declaration of Human Rights. The view here pictured is of Benghazi, one of the two capitals of the tiny new nation.

"The Indian's greatest contribution to Oklahoma culture is not crafts, not things. It is his Indian mind.

"Look at Allen Wright. He was a little Choctaw boy of native genius. The missionaries sent him to school in the East for eleven years. My grandmother," she said, "saw him sit and read and translate the Bible directly from Hebrew into the Choctaw language."

This was the man who named Oklahoma.

When I was in Tulsa looking over the Lee Harkins 1000-volume library, devoted principally to Choctaw-Chickasaw history, I copied a rare dedication in a book Allen Wright wrote. This was the dedication which pleased me.

"I respectfully subscribe myself a friend of learning.

Gov. Allen Wright

Bogey Depot

1880

Choctaw Nation"

That was true of most of the Choctaw people. They liked to learn. The schools wouldn't hold everyone who wanted to go, so Allen Wright started six or seven Saturday and Sunday schools with as many as fifty persons in a group. Adult education is really very old in Oklahoma.

This clipping is from a recent article by Bill Hampton in the *Antlers American*, a newspaper published in Pushmataha County:

"... The Choctaws brought Christianity to what is now South-eastern Oklahoma nearly 125 years ago. . . . They established a gov-

ernment, from governor to local constabulary, set up church houses, and schools, the three basic components of Christian culture."

According to Muriel H. Wright, historian, the first constitution written and adopted within the limits of Oklahoma was that of the Choctaw Nation, June 3, 1834.

The Cherokee were a literate people in their own language, because of the creative genius of Sequoyah. The Grant Foremans, eminent historians, who have devoted a lifetime to the study of the Indian, are neighbors and long-time friends of Mrs. Brown in Muskogee. Mrs. Brown told me that Mr. Foreman found Sequoyah's signature on one document—the Treaty of 1828. To Mrs. Brown's delight the treaty was signed with an X and Sequoyah's own Cherokee characters.

"He did not sign in English because he did not write in English," Mrs. Brown concluded. "He never learned the language. He didn't have to go to an artists' colony. He built a little house in his yard and he stayed there two or three years" . . . until he mastered his self-imposed task, until he reduced his language to its elemental sounds—an "alphabet" so exact, so simple that he could teach his people to read their language in three days.

I wonder if you realize that Indian languages are not crude. From a Bureau of Indian Affairs release I learned that three languages chosen at random were found to possess more than 7,000, 11,000, and 19,000 words respectively. English has more than 500,000 words, but

the vocabulary of an English-speaking person rarely exceeds 10,000 words.

Familiar word pictures in the Indian languages are often both poetic and graphic. Sequoyah wrote his little daughter, six years old, on the leaves of trees, "the talking leaves." Sometimes English translators, even learned translators, give us translations that lose all Indian significance. Last week's story in *Life* magazine on the opossum reminded me of something our sensitive Indian historian, Muriel Wright, told me.

"Shuka anumpa" is the Choctaw word for legend. "Shuka" is opossum. "Anumpa" is talk. In translation, a legend is opossum talk. The 'possum is cunning. It can stop its heart and play dead. The Spanish brought the hog. The hog looks like an opossum, so the Choctaw called it "shukhata," similar to "shuka." But Cushman translates legend as "hog talk," and the translation loses all significance.

I hesitate to begin naming the Indians in our present state government. I won't go any farther down the line than our Chickasaw governor, The Honorable Johnston Murray, and two members of the Supreme Court, Justice N. B. Johnson, Chickasaw, who is also president of the National Indian Association, and Justice Earl Welch, Chickasaw.

Indians who have represented Oklahoma in Congress have included: Congressmen Chandler, Hastings, Carter, and The Hon-

orable William E. Stigler, Choctaw, present representative.

It may interest you to know that Vice-President Charles Curtis, a Kaw Indian, whose allotment was in Kay County in Oklahoma, never did permit his Indian restrictions to be removed.

The Plains Indians country is artist ground—exciting territory. When I walked through the Plains Indians museum in Anadarko a fortnight past and saw the ancient quill work, the medicine man's bundle, the graceful bow and arrow, the writing on the tipi walls, even the stern sun-dance ritual, I thought of Mrs. Susie Peters and her Kiowa boys.

Mrs. Peters isn't Indian and the Kiowas weren't her boys, but that describes both of them to me. The boys were Stephen Mopope, Spenser Asah, Jack Hokeah, Tsa Toke, and James Auchiah. When they were young boys and Mrs. Peters was field matron, she watched them drawing and painting and liked it. Mrs. Peters isn't an artist, but since I first knew her she's been tiny and bent and frail from asthma—but indomitable. She always carried a gun in her car and she has used it. Mrs. Peters bought, she said, "a little paper, some colors for the boys," and kept them in her little house over holidays to draw and paint their pictures.

You know their history. Mrs. Peters took their pictures to Professor Oscar B. Jacobson and arranged for them to go to Oklahoma University and paint. I was there part of the time. They just painted.



Nobody bothered or tried to change them. After an exhibition of their paintings at the International Art Exposition in Prague and subsequent publication of a folio of their paintings, they were given recognition by art patrons all over the country.

It was about that time that Acee Blue Eagle, Pawnee-Creek, began gaining recognition. There are many fine Indian artists. The early group includes: Naiche—Comanche medicine man, Silver Horn (Haungo-oah)—Kiowa, and Spybuck—Shawnee, whose finest originals are in the National Museum and in the Heye Foundation in New York. Among the young artists are: Alan Houser—Chiricauhua-Apache, Fred Beaver—Creek, Walter William West (WAH-PAH-NAM-YAH)—Cheyenne, Woodrow Crumbo—Pottowatamie, Cecil Dick—Cherokee, and Archie Blackowl—Cheyenne.

Occupying half of the Plains Indians Museum is the Inter-Tribal Crafts Association. Everything sold there is made by Indians. There are belts, purses, dresses, rugs, baskets, jewelry. The dresses and accessories are made from commercial fabrics, but the designs are copied from the dress of the Oklahoma Indians during various stages in tribal history. The day I was there Neiman-Marcus of Dallas had just bought an order of Seminole skirts.

You will like especially the full Seminole skirts. Each circular band, every tiny triangular inset is hand sewn. They are worn with a Caddo shirt. Notice the drop shoulder line, the pleated back, the stand-up

sport shirt collar and the ruffle above the wrist on the full sleeve.

My favorite is the gray velveteen lounge costume with jingles on the wool-fringed skirt, and beaded tabs on the fitted overblouse.

There has been another interesting development in the Plains Indians country. Rev. Linn Pauahy has been recording chants and dances of all the Indians in the United States. Many efforts have been made to unite the Indians. They prefer tribal affiliations. But Rev. Pauahy tells me that they enjoy one another's song and dance music. He has about 1200 recordings and re-records from his originals whatever chant or dance is requested. I do not know how significant these recordings are from a musical standpoint, but from the standpoint of linguistics they are exceedingly significant. Oklahoma University is becoming internationally known for its linguistics workshops. There are few places in the world, if any, where so many different languages may be studied.

**A**FTER Anadarko I visited the Sequoyah Indian Weavers, five miles from Tahlequah. That is a business owned and operated by the Cherokee. The beautifully woven, hand-loomed materials are tagged with the seal of the Cherokee Nation. Mr. William W. Keeler of Bartlesville, a vice-president of Phillips Petroleum, is Chief of the Cherokee and chairman of the board of the Sequoyah Indian Weavers Association.

Mr. William Ames, supervisor of

the weaving project, has been transferred to the State Department. He requested for his staff six Indian weavers, five requested by name from Oklahoma. As a part of the Point Four Program these skilled Indian weavers will go into Africa, South America, Asia, to teach these people their craft.

I visited the Tahlequah Indian Training School where the weaving project began. Mr. William Jones, the superintendent, took me to the craft shop and turned me over to Miss Hazel Rhoten, weaving instructor, under the supervision of Mr. Ames.

**M**R. AMES and Miss Rhoten were on a commission last summer to Quito, Ecuador. They took with them two looms. The young Ecuadorians were taught. The old ones came in long lines to observe the weaving.

While I was at the school, Mr. Jones showed me the credentials of Miss Adrienne Andrade of Otavalo, a native Ecuadorian, twenty years old, who had been sent on a fellowship to—I quote—“... observe the work now being done in weaving by the Indians of Oklahoma and to develop skill in all phases of textile production on the level of home handicraft.”

Miss Rhoten said, although weaving was an ancient art in Ecuador (it is, also, in countries where the Point Four weavers will go), the material was too narrow, it wouldn't hold color, and they did not know how to shrink the material.

I asked Miss Rhoten about the

origin of the weaving. I knew that in 1528, while exploring the area that is now Louisiana and Texas, de Vaca found the Indians gathering and weaving wild cotton. She said the weaving as done by the Cherokee is a carry-over from colonial days, but that most of the fabric designs were taken from early basketry which was original—the diamond, the plaid, the herringbone, and the basket one by one, two by two, and four by four.

On a loom at the school was material for a dark blue suit for the Governor, being woven by a lovely girl of perhaps sixteen. Material for a lighter blue coat for him was on another loom. On another was a spread for someone on the O. U. faculty, and on another was drapery material for a Norman doctor.

Miss Rhoten said the girls vie with each other to be hostess to the little Ecuadorian. They take her to football games. They are so afraid she will be homesick. Miss Rhoten says it's interesting to hear the girls compare languages. They find many similarities. (One girl, Anna Marie Cameron—Cherokee, said her soldier brother had just returned from Japan and he told her he'd found a word in Japanese that was exactly like a Cherokee word.)

Miss Rhoten asked Rosalee Lewis, Creek, to be my hostess. I told her I could stay an hour. I wound up staying three hours. She took me over to Miss Portia Vaughan, the music teacher, and we copied two lullabies Miss Vaughan had transcribed from some of the

# FLORENCE

## • • • A LIVING MUSEUM • • •

The city, beloved of tourists for hundreds of years, is still a museum of Renaissance art. Goldsmiths' shops line the ancient Ponte Vecchio. A recently returned traveler said that she was impressed by the infinite sadness of man as it seems to be typified in such cities as Florence. Its ethereal, fragile, spiritual madonnas are so unlike the dark static sensual virgins pictured by South American artists and infinitely more alluring.

There is always present in the mind of the beholder the consciousness of how many lives have been given over to finishing these belfries and cathedral spires, how many creative geniuses have devoted their efforts to making immortal monuments for men to enjoy for centuries to come, how many multitudes, most of them anonymous, who raised basilicas and universities, who wrote books, who carved statues—and all this exposed to the impact of a not-unthinkable bomb.



children. Rosalee confided that her mother sang the lullaby to her and that it wasn't written exactly right. Some of the syllables had been transposed. That's the way it is, she said, with translations. The syllables don't fit. She agreed, however, that it was pretty.

Next we watched the dancing class—both boys and girls dancing barefoot, graceful, on the smooth floor. The dancing class had a relay. When they raced they yelled—well, like wild Indians. But in between times and for the dancing they were as quiet and composed as could be and nobody was out of step.

After the gym, Rosalee took me to her principal. Following the war Mr. Jack McCarty was in charge of the testing program in Albuquerque, New Mexico. I had read that such meticulous care was taken in changing the French Benet test when given in America. So I asked Mr. McCarty about tests given the Indian children. He said he gave the Pintner-Cunningham test in Albuquerque. Then a Navajo teacher gave the same test after translating it into Navajo. The same group of children came up a fraction over three grades.

Mr. McCarty's wife is a graduate of Sequoyah Indian Training School. He said that 31 percent of their graduates go on to college.

A teacher's college is available in Tahlequah. The administration building is the old Cherokee Female Seminary, established more than a century ago, because of the vision of Chief John Ross, whom

Grant Foreman calls "talented and progressive." Mr. Foreman tells that tribal representatives traveled to the New England states and secured teachers, graduates from Mt. Holyoke, Yale, and other colleges. The Cherokees should have erected memorials to Sequoyah and Ross wrote Mr. Foreman, but he says, "... of much greater significance as monuments to them is the important place this tribe of people occupies in the realm of progress, education and culture." Two graduates of the Cherokee Female Seminary are still teaching in the present college, preparing more teachers for Oklahoma schools.

Now it is time to speak of Indian women. When the Women's Quadrangle was built on the Oklahoma University campus to house freshmen, the sixteen units were named for exceptional women. Four were Indian: Alice Brown Davis, Seminole chieftain, Indian interpreter in the courts of our state, devoted mother of ten children who grew to manhood and womanhood, owner and administrator of the old Bar X Bar ranch, and the well-loved matriarch of her people; Roberta Campbell Lawson, granddaughter of the Reverend Charles Journey-cake, last tribal chief of the Delaware Indians, and first woman in Oklahoma to serve as national president of the Federation of Women's Clubs (Mrs. Lawson's fine Indian collection is now in Philbrook); Jane Austin McCurtain, wife and advisor of Jackson McCurtain, Chief of the Choctaw, for four years superintendent of Jones Academy for

Choctaw boys, and for 39 years after her husband's death a respected and powerful leader in tribal affairs (Mrs. McCurtain is also a Delta Kappa Gamma figurine); and Sal-lie Rogers McSpadden, teacher, sister of Will Rogers, leader in church and community activities for half a century.

There have been two Indian First Ladies of Oklahoma. Governor Lee Cruce married one of the famous LeFlore twins of Choctaw-Chickasaw descent. They were called Chickie and Chockie. I'm sorry I don't remember which of the twins was Mrs. Cruce.

The other First Lady has a double distinction. Mrs. William H. Murray is the wife of one governor, the mother of another.

**L**OVELY Yvonne Choteau, ballerina of the Ballet Russe de Monte Carlo, carried her Indian influence to another art. She married Claude Montieux, son of Peter Montieux, long-time conductor of the San Francisco Symphony.

The internationally known ballerina, Maria Tallchief, is of Osage descent.

Te Ate (Mary Thompson of the Chickasaw), currently on radio-television in New York, gained international reputation as an interpreter of Indian lore. She has appeared at the famous Stratford-on-Avon theater. Her husband was Dr. Clyde Fisher, scientist.

Ataloea (Mary Stone, Chickasaw), authority on arts and crafts, worked in 1927 on a research fellowship granted by the Rockefeller Founda-

tion. She has had wide influence as a lecturer and interpreter of Indian life.

Lushanya (Tessie Mobley) is the well-known Chickasaw Nightingale.

Daisy Maude Webb, of the Choctaw LeFlore family, sang with the Chicago Opera Company.

And there are the firsts: Anna Lewis, Choctaw, received the first Ph.D. from Oklahoma University, and another Choctaw, Joanne Harrison, graduated with honors from Oklahoma A. and M. and then became the youngest person in her field to receive a Ph.D.; Jessie Moore, Chickasaw, was the first woman to be elected clerk of the Supreme Court in Oklahoma; Dr. Isobel Cobb, Cherokee of Eufaula, was the first Indian woman M.D. in Oklahoma.

And tops in advertising! Wauhilla LaHay handles the Rexall account for N. B. Ayers in New York. I'm not sure how cultural advertising is. In one "cultural booklet" on the Indians, questions answered in scholarly detail were: "Are Indians bald?", "Do all Indians look like the face on the nickel?" I prefer to deal with the power of the brain, and Miss LaHay is unusually endowed.

The Indian woman of most outstanding accomplishment today is Muriel Wright. Every child in Oklahoma reads her history, and many libraries and museums throughout the world will have a copy of her next book, "A Guide to the Indian Tribes of Oklahoma," which will be released December

10. Savoie Lottinville, director of the University of Oklahoma Press, which will publish the book, feels it is a tremendously important work.

The University of Oklahoma considers the University Press a powerful cultural influence. Its establishment is cited as one of the outstanding accomplishments of the long administration of Dr. William Bennett Bizzell, late president. The Indian Civilization Series is said to be the most important contribution of the Press.

And thus far the book receiving widest critical acclaim was a Book-of-the-Month selection in 1932, "Wah'kon-tah," by John Joseph Matthews of whom I spoke earlier. The critics called it poetry in prose. Mr. Matthews' new book, "Life and Death of an Oil Man," was reviewed two weeks ago with these words, "Oklahoma has waited a long time for this particular book. It has been years in the writing. Careful, authentic research is concealed in a work of art."

There are other writers of Indian descent whose influence is well established. Todd Downing, Choctaw, departed from the field of detective mystery fiction to write "The Mexican Earth," which influenced the *New York Times* to enthusiastic comment.

You know the critical acclaim that has been lavished on Lynn Riggs, Cherokee, who wrote "Green Grow the Lilacs," voted one of the ten best plays of 1931 and which became the all-time hit show "Okla-

homa." One of the most discriminating Broadway producers called Riggs' "Roadside," which failed when first produced, the greatest American drama.

I wish I might quote the well-written prospectus of *The Cherokee Advocate* newspaper, whose editor was William P. Ross, Princeton graduate and nephew of Chief John Ross. The first issue of *The Advocate*, part of which was printed in Cherokee characters, appeared in Indian Territory on September 26, 1844, more than half a century before statehood.

In 1848, according to Mr. Foreman, the Choctaws launched the *Choctaw Intelligencer*, a well-edited weekly newspaper printed partly in English and partly in the Choctaw language.

A VERY wonderful thing is happening in Tulsa. Three miles out of the city, on a high hill with trees all around and a rose garden, is a simple stone building. On the inside is a magnificent tribute to our heritage.

Mr. Thomas Gilcrease, Creek Indian, is assembling a collection which the world will come to see, and especially Oklahomans.

He has the bronzes and paintings of Frederic Remington and Charles Russell which narrate the cowboy. He has the earliest paintings of Indian life. He has original manuscripts, a Spiro mound collection, early Mayan figures.

These are impressive. But it is the equivalent of three museums



which are still behind closed doors that so amazed me. Mr. Gilcrease said a few years ago he decided to collect the books which had been written about the American Indian. He thought he'd have quite a few shelves. He has 80,000 volumes.

He has Columbus' first letter to the king. He has the book which first calls our country America and the book which tries to correct the error. He has an album of Catlin water colors with a description of each sketch in Catlin's exquisite script. This album was commissioned by a Sir Thomas Phillips and has in it the original of Catlin's paintings of the American Indian with details of costume and custom. He has on parchment scrolls proclamations of the kings concerning the Indian. He has the finest of early maps. Occasionally the British Museum will have the only other copy.

Besides this library he has ancient groups of clay figures in a beautiful state of preservation, showing life on this continent centuries ago.

He has an entire wall of drawers filled with authentic Indian dress.

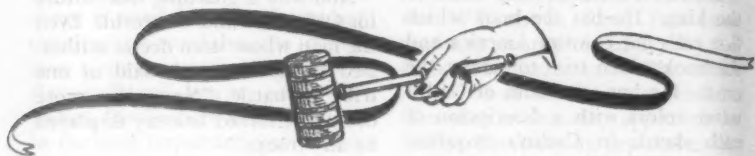
He has bin upon bin of contemporary Indian paintings. He has the complete known history of the Indian. Better than that, he has the inspiration for years and years of Indian literature, anthropological study, art.

And who is guarding this culture for Oklahoma and the world? Even the man whose stern decree authorized Indian removals said of one tribe in battle, "Never was more cool, determined bravery displayed by any troops."

Who is protecting our country? Last year there was a big parade. The Governor, Johnston Murray, a Chickasaw, passed by; the general passed and a Choctaw waved—that was Mary Plummer Styron, his wife; another general passed—Hal Muldrow, Choctaw—and another Indian wife raised her hand; a captain passed and Mary Plummer waved again—that was her Indian son.

The toms-toms beat in the Indian country and the Thunderbird Division marched off to another war.

## The President's Page



**T**ODAY the world is chafing under mass tensions and suspicions. The optimist finds hope in man's growing interest in the welfare of his fellows; the pessimist points to indices of a degenerating society—apathy, graft, subterfuge, crime, and corruption. No matter which opinion we hold, this is the only world we have, and we might as well learn now to live in it as courageously and as happily as possible.

Everywhere about us arise anxieties, frustrations, concerns, discontents. Some of them can be dealt with through study and concerted action. Others which defy our correction or control might as well be excluded from our minds. No advantage is gained by succumbing to discontents nor in believing that man lacks the ability to untangle himself from the web he has woven.

To persons of high purpose, con-

quering difficulties provides the spur to accomplishments.

In the classrooms of the nation are countless teachers who work with undiminished enthusiasm, who see things in their right proportion, whose personal fears and worries find no reflection in their instruction of children, whose relaxed and cheerful attitude beget faith and confidence. Sound mental health affects not only the happiness and success of the teacher but the future of the child and the nation.

Daily, members of all professions and trades are affected by burdensome routines, stifled self-expression, health problems, economic insecurity, a feeling of incompetency under increasing demands and higher standards. How can one remain calm, brave, efficient under such conditions?

Obviously it will always be im-

portant to remember what has been learned in the process of his education, but it is equally important to learn to forget some things. Society improves as man forgets himself in his service of others. The individual gains perspective as he forgets unfounded criticisms and objections. He develops an inward power of resistance as he ignores or forgets the hundred little thorns of petty annoyances which prick each day. By forgetting the mistakes of the past he can move on to greater achievements each tomorrow.

The teacher's worth depends more upon his success as a student of human nature than upon his standing in academic pursuits. The intellectual snob contributes little to education or to social progress. No person can live by himself in a secluded life of culture and shun all the problems of humanity without revealing his spiritual weakness. No educated citizen can escape his share of responsibility for bringing into reality the kind of society embodied in the American dream.

Oscar R. Ewing said:

"A man or woman . . . with a healthy personality is: . . .

"One who knows he must produce his own passport to success in living; who can meet the inevitable frustrations and disasters and losses without spiritual defeat;

"One who can accept with respect and equity those who differ from him—in capacity, in achievement, in custom, or in faith;

"One who can take the sour with the sweet; who—for better, for worse, for richer, for poorer—is master of his soul."

To have that type of personality it is necessary to build great inner reserves from which we can later obtain strength for meeting current problems. It is essential to develop a frame of reference, a philosophy, a faith by which to live.

Let us, then, take time to think; it is the source of power. Take time to read great books; they are fountains of the wisdom of the ages. Take time to appreciate other people; the days are too short for self-centered living. Take time to enjoy the glories of nature; it will keep you in tune with the infinite. Take time to laugh; for that brings music to the soul.

Thus gradually we shall develop a quickened and deepened understanding, a breadth of outlook, a sense of direction, a refinement of taste, an appreciation of beauty, a measure of values, a modesty of judgment, an unbiased approach to problems, and an undaunted pursuit of their solutions; all these culminating in a balanced concept of life with all of its graces and all of its utilities.

Then we can echo the appeal of Van Dyke, "Let us be glad of life because it gives us a chance to love and to work and to play and to look up at the stars."

EUNAH HOLDEN.

# LAND OF DIKES AND TULIPS

DENA JOHANNIS

**H**AVE you ever visited the land of the windmills and the wooden shoes? If not, you should include it in your next trip to Europe. I would advise you to book passage on the "Nieuw Amsterdam," the proud flagship of the Holland-America Line, appropriately called a veritable city afloat.

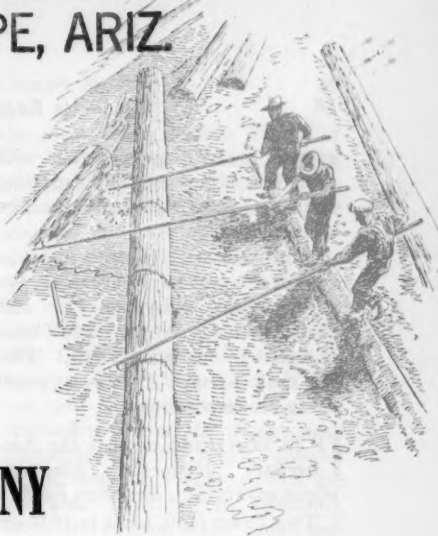
Before dawn one leaves the North Sea at the Hook of Holland and enters the artificial New Waterway through which, for many miles, the ship feels its way toward Rotterdam—windmills to the left, tiny well-kept farms to the right. By six o'clock one can see farmers in their meadows milking cows, or fertilizing the precious few acres of pasture land, where ditches serve the triple purpose of fences, reservoirs for cattle, and sub-irrigation. The farmhouses seem very long, because one roof covers house, barn and room where the dairy products are made, an architectural feature which has the advantage of convenience and the saving of needed space.

The Netherlands has an area of 13,000 square miles but has a population of over 10 million, an average of 768 people to the square mile. If the U.S. were as thickly populated, we would have 2,221,000,000 people.

The port of entry is Rotterdam, the largest harbor on the continent.

By taking a cab instead of a train to Amsterdam, one has the priceless thrill of seeing the brilliant tulip fields of Holland, and, if the month be April or May, the experience will be a highlight of any European trip. To the left stretch the dunes, protecting the lowlands from the tides of the North Sea and offering recreational areas for the crowded city dwellers. The tulip fields begin in the very shadow of the dunes. Hollanders, ardent flower lovers, and proud of their tulips, celebrate the peak of the blooming period with gay festivity, decorating bicycles and automobiles with leis of tulip blossoms and designing large mosaics of petals in the sand along the highway. One passes through quaint villages of neat brick houses roofed with red tile, past windmills (now little used since gas and electric motors do their work), through vividly green farm lands dotted with the black and white Holstein cows which make Holland cheese famous, and by the ultra-modern airport, Schiphol, one of the finest in Europe. Here planes from all parts of Europe are repaired and tested, and the roar of jet engines deafens one's ears. Then appear the outskirts of Amsterdam, where huge

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## THE WONDERS OF CANADA LURE MANY

Many of us know some of the lovely spots in Canada. Many of us have seen some of the grandeur of its mountains. The country has almost unlimited resources, but here there is pictured a scene that probably few of us have seen in Canada. This is a photograph of loggers guiding trees designed for the pulp mill down the river. This is an important focus of attention for us at the moment because the supply of paper in the world is abnormally low, and Canada is the source of the largest paper supply in the world.

Unfortunately there is a serious lack of balance between the available supply and the growing need for paper. There is a lack of harmony in distribution. This lack of available paper penalizes vast areas of the world where the struggle against illiteracy can only go forward with books and the paper to print these books.

So crucial is this issue that UNESCO has been devoting a great deal of attention to the assembly of facts and a study of various factors relating to the world's distribution of paper supply.

The chief nourishment of the human mind—the printed publication—is in jeopardy. A new kind of hunger is spreading across the globe. Millions of men will be deprived of their mental nourishment unless planned world action to deal with this crisis can halt it.

pumps are filling lowlands with sand, preparatory to the building of new apartments to house the teeming population.

How thrilling it is to enter the city of Amsterdam, 700 years ago called Amstelledamme, for the River Amstel which had been dammed by the inhabitants! This city has a mixture of old beauty and lively modern activity.

**I**T IS interesting to visit the Amsterdam Historical Museum, where exhibitions are often held.

The Town Hall, built in 1648 on a foundation of 13,652 piles, has been the Royal Palace since 1808. It lacks exterior magnificence but, standing in the Town Square, has a great meaning to the Dutch people. The interior is richly ornamented with sculpture symbolizing life and work.

Across the street from this structure is the Nieuwe Kerk (New Church) built in 1414. Here the members of the House of Orange are crowned. Only the stoical would find attendance here in winter even endurable for the building is not heated, except for small footwarmers. The formal clothes worn by the black-gloved ushers, the reserved seats for members, the chairs instead of pews, the signal to the organist given by the minister from his elevated and ornately carved pulpit in the center of the church make attendance at a Sunday service an interesting experience for the tourist. The Oude Kerk (Old Church), built in 1300, seems even more cold and quaint. Here the

floor stones cover the graves of the dead, and the living park their bicycles within one corner of the church. Amsterdam also has many modern churches.

Many hours can be spent at the Ryksmuseum, an imposing treasure house of Holland's famous works of art by such men as Rembrandt, Ferdinand Bol, Jacob van Ruisdael, Jan Steen, Gerard Dow, and Frans Hals. The greatest of all these paintings is perhaps Rembrandt's "Night Watch."

Rembrandt's house in the Jewish sector was bought by the city in 1907 and restored. An almost complete collection of his etchings, as well as many of his drawings and paintings, is exhibited here.

Amsterdam is often called the Venice of Western Europe because of its 80 canals and 400 bridges. A ride on the canals in one of the luxurious, glass-roofed motor launches offers one the opportunity to see the peculiar facades on the buildings and the characteristic stair step and bell-shaped roof lines. It is almost bewildering to hear the guide say in four different languages, "To your right is a high school, or a hospital, or a bank or perhaps the imposing home of the mayor." From the outside they all look alike, a block of buildings joined together without an inch of space between them. Many a building that one passes dates back to the 13th century. One finally enters Amsterdam's seaport the Y, one of the largest in Western Europe.

If time permits, it is fascinating to see the diamond factory, the Con-

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cert Hall, the Municipal Theater and the Kalverstraat, the busiest yet one of the narrowest streets in that city.

The Hague, the capital of Holland, a truly residential city, lacks the hustle and bustle so evident in Amsterdam. It lacks also Amsterdam's variety of architecture and the charm of its tree-lined canals.

THE Binnenhof or Inner Court, with its imposing Ridderzaal or Knight's Hall, should be seen, where on the third Tuesday in September the queen, riding in her golden coach, opens the session of the National Assembly.

One of Holland's most interesting buildings is the Peace Palace, a true gem of architecture surrounded by beautiful gardens, ponds, and a small forest. The effect of space, emanating from the majestic staircase, the wide corridors, the ornamentations, the decorations, the furniture are all of sheer simplicity and charming to the eye. Mr. Andrew Carnegie donated one and a half million dollars for the building of this Peace Palace which was completed in 1913. In this great edifice are housed the Permanent Court of Arbitration, the International Court of Justice, and the Academy of International Law. Many of the rooms are open to visitors, so with the aid of a guide one can see the beautiful furnishings, the stained-glass windows, the mosaic floors, the Delft tiled walls, the porcelain fountain, the sculpture, paintings,

the copy of the famous "Christ of the Andes," and other interesting things, all donated by cities or countries. These truly make this palace unique.

A fifteen-minute ride on a trolley takes one to the fashionable North Sea resort of Scheveningen. Here the Prince of Orange landed in 1813, previous to his restoration. Hooded wicker chairs, which one can rent for protection from the bright hot sun or the sharp wind, almost blanket the beach. Instead of the popcorn stands (which are not seen anywhere in Holland) there are herring stalls where one can buy chunks of herring, smoked eel, pickles, and slices of onion. There are beautiful hotels and pensions, but cottages such as we rent in our beach resorts are sadly missing because families can cycle to them easily from their homes in the nearby cities.

Holland is as famous for its cheese as for its flower bulbs. The Alkmaar cheese market held each Friday in the square beside the ancient weigh-house, a remarkable structure with a beautiful tower and a melodious carillon, is one of the most interesting sights in Holland. Here Edam cheeses, in coats of red wax, are bought by wholesale dealers and shipped to all parts of the world. Cheese porters, wearing straw hats of various colors, blue, red, yellow, green and orange, designating the guild to which the men belong, carry the cheeses in wooden cradles to barges waiting in the canals.

Visiting Holland and not seeing Marken is like being in Venice and not seeing the Lido. The people of Marken look quaint—the men wear black, baggy trousers, which come just below the knees, jackets made of heavy, coarse woolen material, and black caps or hats. Women wear three or four petticoats under their coarsely woven, long woolen skirts, aprons, colorfully striped, long-sleeved jackets and head-dresses made of five layers. A girl's hair is not cut until she is sixteen, at which time the back of her head is shaved down the middle, and for the rest of her life she wears two long braids over her shoulders. Until they are five years old, boys and girls are dressed alike, with long skirts, flowered aprons, and frilly blouses. They both have long hair, and the only way one can tell a boy from a girl is by the narrow white stripe down the front of the boy's blouse and the round patch on his five-layered cap. Between the ages of five and seven the boy's shirt is replaced by baggy trousers, so he still looks like a girl from the waist up, with his long hair and fancy, multicolored blouse.

On his seventh birthday he becomes all boy, with his hair cut, jersey blouse and stiff little black cap. Everyone wears decoratively painted wooden shoes except on Sunday, when many dress up in leather shoes.

The diminutive wooden houses, built on piles, look alike and consist of a living room, a kitchen, a closet for storing clothes, and an attic. The bedroom is just two

bunks built into the wall of the living room, one being for guests and the other for Mama and Papa, at the foot of which is a cradle for the baby, while the other children sleep on bunks pulled out like drawers from under their parents' bed. When the children get too large or there are too many, they climb into the attic through a hole cut into the ceiling. In a few years the new polderland, reclaimed by the draining of the Zuider Zee, will grasp this island and open it to modern times, creating a rich, new agricultural area at the expense of losing one of Holland's most charming spots.

Space does not permit one to describe any more of the customs and fascinating places in this country lying below the level of the sea. One needs to visit this little land in order to appreciate it.

Puck Sikkens, whose home is in Goes, Holland, and who is an Alpha Sigma State's foreign scholarship student, has cordially invited all Delta Kappa Gamma members when in Holland to visit her. We have probably made other friends there as well. Let us take advantage of their hospitality by visiting them. We shall thus further intercultural appreciation, for to quote Puck Sikkens in her talk before a joint meeting of Alpha Sigma and Alpha Rho members in Portland, Oregon, "One comes to understand people by visiting their country and living in their homes, for knowing how other people live, how they think, and what their problems are is basic to international understanding."



#### Alabama

In Birmingham on January 18, 1952 Mrs. A. W. Arial of the Epsilon Chapter died. She was secretary of her chapter at the time of her death and was initiated in 1937 in Anniston.

#### Arizona

The Alpha Chapter reports the death of Miss Mary Maroney of Tucson. She was a primary teacher whose faithful loyalty endeared her to her fellow members.

The Epsilon Chapter lost a member when Miss Eva S. Schairer, formerly of Michigan, died on January 28, 1952 in Ypsilanti. She was head of the Home Economics Department at the University of North Dakota. A great teacher, a wise counselor, and an understanding administrator, Miss Schairer will be greatly missed.

#### Georgia

The Delta Chapter announces the death of Miss Agnes Barden on January 22, 1952. Miss Barden was an honorary member and had retired from educational work in 1942. As a teacher, an elementary principal, and a supervisor, she was well known and greatly beloved.

The Zeta Chapter records with great regret the death of Mrs. Isa Lloyd Osterhout on December 3, 1951. Mrs. Osterhout was a charter member and had done notable statewide work. Her contributions to the National Recruitment Committee were memorable. She provided all of the newsnotes for Teacher Recruitment activities for two years. She had been active in NEA work, in securing better status for married women teachers, and in developing health and accident insurance for teachers.

#### Illinois

In Rockford on February 7, 1952 Miss Josephine Clifford died. She had been an emeritus member of the Zeta Chap-

ter for the last two years. She had been a principal and first grade teacher, and the Board of Education paid her special tribute when she retired.

The Iota Chapter lost a member when Elizabeth F. Abel died on February 22, 1952 in Oak Park. Mrs. Abel was noted for her unusual appreciation of the Fine Arts and the success with which she imbued her students with a deeper understanding of literature, music, and drama.

The Mu Chapter records the death on February 10, 1952 of Miss Emma Callihan of Rock Island. Miss Callihan had been a member of the Omega Chapter and then transferred her membership. She had been a teacher for fifty-three years, teaching at every grade level. Her outstanding contributions to the communities in which she lived were motivated by deep convictions and strong moral courage.

The Alpha Mu Chapter reports the death of Miss Bessie E. Erdmier on December 22, 1951. She had served on various committees in the chapter and had taught in the schools of Stephenson County for thirty-five years. She was active in both the IEA and the NEA.

#### Indiana

Minnie Branham Grossman of the Iota Chapter died on January 14, 1952 in Fort Myers, Florida. She was keenly interested in the work of the organization and maintained her associations up to the time of her death. Her church work, her community service, her club interests filled a remarkably full and rich life.

Helen Christine Hicks of the Kappa Chapter died on January 3, 1952 in New Castle, Indiana. She was a counselor in the Senior High School in Cambridge City.

The Alpha Kappa Chapter lost a member when Fylious Fisher of New Castle died on February 16, 1952. She was a

tireless worker and was interested as well in the activities of other organizations. She was a Homemaking teacher in the New Castle High School.

#### Iowa

The Iota Chapter reports the death of Mary P. Caldwell of Cedar Falls on March 21, 1952. She was the treasurer of Iota Chapter and for thirty years had been an assistant professor at Iowa State Teachers College in Cedar Falls.

#### Kansas

Kathryn O'Loughlin McCarthy, an honorary member of Alpha Chapter, died on January 16, 1952. She had been a member of the Kansas House of Representatives, had done a great deal of social work, and was the first woman ever to be elected to Congress from the state of Kansas. Because she was active in many civic and religious organizations, her loss will be keenly felt.

The Theta Chapter reports the death of Nellie Sughrue of Dodge City on March 11, 1952. She was initiated April 21, 1945.

Phi Chapter reports the death of Mrs. Clara B. Wilkie Sharpe in Claremont, California on October 10, 1951. Mrs. Sharpe was an honorary member much interested in the work of the Society and had made many contributions to chapter activities when she lived in Emporia. For many years she had been counsellor to the women of the college there and later travelled widely with her husband.

#### Louisiana

The Lambda Chapter reports the death of Mrs. Margaret Harned Clark at Jacksonville Beach, Florida on December 18, 1951. Her chapter president records the fact that not only was she respected and loved by her students, but also that her intelligence, integrity, and understanding were a great asset to her chapter.

#### Michigan

The Alpha Chapter reports the death of Mrs. Frank O'Gara in Detroit on January 13, 1952. Mrs. O'Gara had been an active member of a number of committees and had served her chapter as

corresponding secretary. She was a critic teacher for Wayne University.

The Alpha Chapter lost another member when Mrs. Joseph K. Pettengill died on February 3, 1952. Mrs. Pettengill was a member of Phi Beta Kappa; was legislative chairman and president of the Michigan Congress of Parents and Teachers; had been a member of the National Board of Managers of the P-T-A; was instructor at Wayne University and the University of Hawaii.

#### Minnesota

Miss Beatrice Scott of Winona died on March 2, 1952. She was chairman of the Teacher Welfare and Morale Committee of her chapter and for three years had held the office of Second Vice-President. Active in church work and in club work, Miss Scott will be sadly missed.

#### Mississippi

In New Orleans Mrs. Mary Louise Michel of the Zeta Chapter died on February 18, 1952. She was a resident of Biloxi and had been Assistant Principal of the high school there. She was a life member of Delta Kappa Gamma and a charter member of her chapter.

#### Missouri

The Alpha Chapter lost one of its loyal and devoted members on February 12, 1952 when its second president, Anna H. Egan, died. A vital personality who was eager to know life and to assume her share of its responsibilities, Mrs. Egan will be greatly missed.

In Princeton Dr. Esther E. Brown, a member of Mu Chapter, died on June 4, 1951. She was active in the National Council of Teachers of English, in the Modern Language Association, and other similar organizations.

#### Montana

Kathryn L. Johnston of Helena died on July 4, 1951. She had served not only as an elementary teacher but also as a principal and a superintendent of schools.

#### Ohio

On January 19, 1952 Margaret E. Williams of the Psi Chapter died at her home in Martins Ferry. She had served as chap-

ter president and in various committee capacities. She had devoted her entire life to teaching and had taught in the local high school alone for twenty-five years.

#### Oklahoma

The Epsilon Chapter lost a widely-known member when Miss May Munsell of Muskogee died on February 28, 1952. She was a teacher of Religious Education; had travelled widely, and was particularly interested in archeology. She was actively interested in many aspects of university and community life.

#### Pennsylvania

The Alpha Chapter of Philadelphia reports the death of Mary Frances Presler on January 19, 1952. She was a native of Texas; had taught in Texas rural schools and later moved to the East. For a number of years her health had been very poor and this prevented her active participation in chapter activities.

#### South Carolina

In Sarasota, Florida Mrs. Adele Martin, a state member who resided in Union, died on July 4, 1951. She was regarded as a superior grade teacher and music supervisor and had been organist at her local church for thirty-five years.

#### Texas

In Austin in January, 1952 Miss Minnie Dill, a member of Alpha Chapter, died. She was a charter member; had given generously both in service and in money. She had taught in the Austin schools for over forty years.

Mrs. W. B. Heaner of Laredo died there on February 8, 1952. She was a charter member of Alpha Nu Chapter and had served as its president for two years. She was active in other community activities and was a devoted church worker.

Alpha Xi Chapter records the death of Mrs. Fred L. Sloop of Bryan on February 26, 1952. She had served as chairman of nearly every committee in her chapter and at one time was chapter president. She was an outstanding teacher of reading as well as a county supervisor and elementary principal.

The Gamma Zeta Chapter reports the death of Miss Tippora English of Stephenville on February 12, 1952. Miss English was an honorary member.

#### Virginia

At the Riverside Hospital in Newport News, Clara Collins Richards died on February 8, 1952. She was a member of Alpha Chapter. She had taught in the same school for more than twenty years. Her devotion to her school and her church was a great inspiration to her fellow members.

Beta Chapter lost a member when Mrs. Margaret Forbes of Kilmarnock died in Richmond on January 30, 1952. She was a hard worker in Delta Kappa Gamma and was active in many professional organizations.

#### Washington

Mrs. Ruth G. Cowley, a member of Rho Chapter, died on March 6, 1952 in Seattle. She had served on a number of chapter committees.

#### Wisconsin

The Alpha Chapter lost a member when Vivian R. Biggar died on June 28, 1951, in Beulah, Michigan. She became ill the year after her initiation, and because of her illness was unable to keep up active affiliation with the chapter.

Miss Mary Louise Williams, a member of Delta Chapter, died on February 3, 1952 in Milwaukee. She was head of the Mathematics Department in the Kenosha High School for many years. She was a charter member of Beta Chapter.

At Mount Mary College Miss Lilian Gaskell, a member of Delta Chapter, died on February 21, 1952. She had done notable work in organizing libraries and was Associate Professor at Mount Mary College where she served as librarian for twenty-two years.

The Delta Chapter also reports the death of Miss Claire Rich on February 26, 1952. She had been a Commercial teacher in the Rufus King High School and was a member of several other organizations.

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